Microcomputer Software for Teaching German:
an Evaluation

by

Lisa Cornick
B.A., Newberry College,
Newberry, South Carolina, 1970
M.A., University of South Carolina, Columbia,
South Carolina, 1971

ABSTRACT OF DOCTOR OF ARTS RESEARCH ESSAY

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Arts
in the Graduate School
of Syracuse University
June 1983

Approved _____ Approved _____

Date 2 June 1983

ABSTRACT

This Doctor of Arts project examined the strengths
and weaknesses of twelve representative microcomputer
programs for teaching German. An important aspect
of the project was developing criteria for the evalu-
ation of software of this type. The results will
interest instructors of any language who consider
purchasing microcomputer software and to software
producers who are concerned about improving the
quality of programs. Recommendations include:
(1) accurate and appropriate selection of content
items; (2) a stimulating variety of presentation
formats; (3) substantive feedback based on prior
error analysis; (4) high degree of interaction between
student and computer (with emphasis on student control
of--and mobility in--the program); (5) integrating
computer program with textbook and classroom activities;
(6) clearly written, informative support literature;
(7) thorough field-testing of programs prior to
marketing; and (8) close cooperation of teacher,
programmer and documentation-writer to help assure
quality in all aspects of design and implementation.

The criteria developed during this project are embodied in an evaluation form that addresses forty-six specific program features involving content, support materials, presentation, stimulation of student interest and utilization of computer techniques. The evaluation form was used in examining each of the twelve programs, and the results are tabulated with commentary for each. Most items on the evaluation form are also appropriate for other foreign languages and other disciplines.

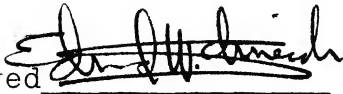Microcomputer Software for Teaching German:
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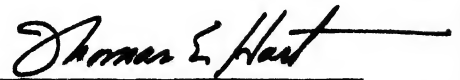South Carolina, 1971

RESEARCH ESSAY

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ACKNOWLEDGEMENTS

I wish to acknowledge with gratitude the direction and assistance of Dr. Thomas E. Hart for his many valuable suggestions and guidance. In addition, I extend my thanks to Dr. Edward Schneider whose help, encouragement and empathy simplified my ordeal. I also wish to acknowledge a debt of gratitude to Dr. Gerlinde Sanford, Dr. Gerd Schneider, Dr. Don Ely and Dr. John Tyo who have offered guidance and support during my entire course of study at Syracuse University. Many other individuals as well deserve my thanks and appreciation for their help and support. Among them are primarily my students who supplied valuable suggestions and comments. Special thanks are also due to the Center for Instructional Development at Syracuse University, Barbara Florini, Ron Bouverat and most of all to the family that kept me going.

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INTRODUCTION

Computer Assisted Instruction (CAI), long the prerogative of computer specialists, and for the typical teacher only a vague and ill-defined term, is asserting itself increasingly. With the very recent and rapid spread of microcomputers, a growing number of teachers on all levels are coming in touch with the potential of computer-controlled presentation of instructional materials.

The present report grew out of my efforts as a teacher with years of training and classroom experience in foreign languages--but none in computer science--to explore the potential of CAI on microcomputers for teaching my native language, German. The motivation behind my efforts was the feeling that the ability of CAI to realize its potential would depend in part on its accessibility to teachers like me.

It may be helpful to begin this report with a brief retrospective on CAI and on my initial contact with it.

The CAI movement has its roots in early experiences with programmed instruction (PI), particularly to B.F. Skinner's work in the 1960's, which stimulated research on the application of the principles of reinforcement learning theory to practical classroom teaching situations.[1] In the 1960's and early 1970's, development of the computer as an aid to instruction continued, but it was limited by costs, technical requirements and other barriers to a small group of dedicated experts. The average educator played no significant role in this development. By the late 1970's the plummeting cost of hardware resulted in a sort of "computer revolution," so that today computers and their software have already arrived in many schools and are expected to reach most others in the next few years. The question now is: can CAI on microcomputers fulfill the promise of its limited development to date? In particular, can the ubiquitous new hardware be put to good educational use by teachers trained to teach the traditional subjects in the traditional ways?

CAI refers to highly individualized education using an electronic medium to present instructional materials. The general situation for CAI changed drastically with the arrival of the microcomputer. Microcomputers are powerful, versatile, self-contained, easy to run, designed to stand up under heavy use and "small enough to hug."[2] As software for micros is becoming more and more available, the need for guidance in both the design and selection of this software becomes more pressing.

As it has been developed for both large and small computers to date, CAI typically involves drill and practice and some form of evaluative response from the computer. There is general agreement that interaction between student and computer should be dynamic and that the "learner and the technology work together to enhance the student's educational experience."[3] Commercially prepared programs now available for microcomputers range from packages with fixed content to relatively flexible formats intended for instructor "authoring" in a variety of subjects. I should perhaps anticipate somewhat and state right away that the most

useful foreign language programs I have seen up to this point are of this latter type, where the instructor adds the content. They offer the greatest adaptability to specific teaching situations and learning goals.

Since I am one of the instructors for whom such software is being developed, and since I have long sought ways to make my own teaching more effective, I decided to become "literate" about computers, assemble a representative selection of existing microcomputer software, evaluate it and come to some decision about its present and potential usefulness for my particular purposes. This has led to the present evaluation of available software for teaching German. The initial motivation for the project was self-instruction. But to the extent that my reactions and conclusions have a wider application, I have designed this report with an eye to providing some guidance to both software producers and other language instructors.

When I started, I knew nothing. The only advantage I had were my eleven years of language teaching experience and my advanced degree

specialization in two areas: in German language,
culture and literature and in media, communication
and instructional development. Syracuse University
provided a grant for the purchase of German and other
foreign-language software which I have been evalu-
ating. After running the programs as a student
would, then analyzing the programs and observing
some of my students while they used them, I gradually
developed my own set of evaluation criteria.

Part of the conceptual spadework for my project
was devoted to refining these criteria and reducing
them to a series of questions that could be convenient-
ly grouped into an evaluation form. At first this
was based primarily on "interaction" with the
programs themselves; it gradually became clear to
me what a "good" software package must have. But
I have learned much also from similar forms already
published.[4] None of these evaluation forms proved
entirely suitable to my needs. Especially helpful,
however, were the post-evaluation commentaries in
the project sponsored by the National Endowment for
the Humanities at the University of Delaware in
July, 1982. In evaluating their own evaluations

of foreign language software, several teachers
involved in the project conceded that many of their
original evaluation questions were either difficult
to answer precisely or not applicable to the
program at hand. As a result, a number of important
questions remained unanswered, or unasked, after
their evaluations were completed. Some of these
have been incorporated into my evaluation form.
I believe this form now provides a useful format
for evaluating the features that characterize desir-
able microcomputer programs for foreign language
instruction. One advantage I found in using this
rating sheet was the ability to draw a sort of
"visual profile" by inking in each entry line
up to its circled answer. At a glance, then, I
could see where a program shows its greatest
strengths and weaknesses. (A blank version of the
form is reproduced in Appendix B.)

I learned that in evaluating software of this
type, one must look closely at five major areas:
accuracy of content, program support documentation,
instructional quality of content presentation,
motivation of student interest, and applicability

of computer techniques. To begin with, the content information must be accurate, that is, a true representation of the language as it is currently spoken and written.[5] The content should be pitched to the appropriate student level. Furthermore, the content must be free of regionalisms and stereotypes masquerading as reality.

Support materials are the second major concern. They must be well organized, clearly written and easy to understand. If the documentation is clear about the program's goals and uses, teachers can more easily decide whether and how the program should be integrated into their curriculum.

In the third area, the presentation of content, we ask whether the program has clear and achievable goals, whether the presentation of the content embodies sound methods of language instruction, and whether the program is suitable or adaptable for adjunctive use with a variety of textbook(s). Of particular interest, for example, are the vocabulary items chosen, the length of each lesson and, in some cases, the ease with which the instructor can modify the program.

The fourth area of interest is the degree to
which student interest is generated and sustained.
Of concern here are such matters as screen format,
the basic appeal of the program presentation and
the degree of mobility a student has to move around
within the program, i.e., to "interact" freely with
the computer. Since microcomputer software has
sometimes been criticized for being intrinsically
boring, it is important to determine whether a
package incorporates adequate motivation to foster
student creativity and interest. Ultimately, it is
a lack of motivation that turns both students and
teachers away from the computer as a viable instruction-
al tool.

The final area of evaluation is the degree to
which the strengths of the computer have been
utilized. Important here, for example, are how
easily a program is entered and exited, how easily
help is provided and, in some cases, how easily a
student can have lesson results printed out on
paper.

Since frequent interaction demands more concen-
tration on the student's part and thereby aids

learning, another index of a program's instructional qulity is the extent to which it provides appropriate reinforcement or feedback to students. Explanation of errors should deal primarily with substance and stay on the screen long enough for learners to come to grips with their problems. But most importantly, the computer's branching capabilities should be exploited to make the program resilient to the students' skill levels, e.g., by tutoring where needed or branching to other less or more advanced sections when appropriate, much as a private tutor or teacher would.

Technical qualities to be considered include use of color, sound, graphics and animation, speed and reliability of operation, and ease in handling accent marks, special characters and upper and lower case letters from the keyboard.

The evaluation form concludes with an invitation for comments from the reviewers, should the rating sheet not have addressed areas of concern to them, or if they have additional information to contribute.

The main subject of my report is the result of detailed evaluations of twelve commercially available

software programs designed to help in teaching German with microcomputers. Some programs warranted closer scrutiny than others, a factor largely dependent on the level of the program's complexity and sophistication. Availability of hardware, funds and the like, set definite constraints on the project, but a serious attempt was made to examine a representative sampling. All of the widely-distributed programs presently available for German microcomputer instruction were examined, as were several programs for other languages. The discussion proceeds in alphabetical arrangement, with two exceptions. The Language Teacher Series is discussed first for the following reasons: the structure and the content of the program warranted closer scrutiny; the program displayed generalizable weaknesses and strengths; it, therefore, served as a reference model during examination of the other programs. The evaluation began in May, 1982, and continued, as materials became available, until April, 1983. I attempted to approach each program from the perspective of a non-technical user, an instructor new to this experience, and I sought to keep in mind

the situation of the students I imagined using the
program. My specific evaluation responded to
questions that I, as a "student," and several other
students had and I kept a record of these questions
while running the programs. (See student comments
for German Package I from Micro-Learningware.)
It is of course also based on what I have learned
about foreign language teaching from my experience
as an instructor in high school and college class-
rooms.

Each evaluation begins with information about
the source, price, student level and hardware/system
requirements, and with a chart summarizing the overall
rating in the major categories (e.g., the summary
results of the particular questions addressed in
each category). This general overview is followed
by considerations of specific program-features.
In selecting these features for discussion I have
sought to provide insight into the characteristic
strengths and/or weaknesses of the programs. This
discussion is followed by the evaluation form, with
my responses to the specific questions for that
program. Minor details about each program can be

found in Appendix A. I have attempted to keep the presentation relatively free of computer jargon, but for occasional clarification a glossary of technical terms can be found in Appendix C. A list of German programs not evaluated and microcomputer programs for teaching other foreign languages are included in Appendix D. and E.

The report concludes with a chapter summarizing both my conclusions about the strengths and weaknesses of the programs reviewed and my recommendations on how these strengths can be developed further in future microcomputer-based software for learning German.

Notes

[1] Gerald Gleason, Index to Computer Assisted Instruction (Boston: Sterling Institute, 1970), p. ix.

[2] Eugene Gallanter, Kids and Computers: The Parents' Microcomputer Handbook (New York: The Putnam Publishing Group, 1983), p. 87.

[3] Wagers-Horn, The VBLS^{TM}/Voice-Based Learning System (Denton, Texas: Scott Instruments Corporation Publication, 1982), p.4.

[4] The Summer Institute for Computer-based Education, sponsored by the National Endowment for the Humanities and the University of Delaware under the direction of Gerald R. Culley, developed important criteria in 1982. The International Council for Computers in Education (ICCE) also designed excellent evaluation concepts routinely used for evaluations published in Infoworld. Additionally, the Center for Instructional Development (CID) here at Syracuse contributed valuable suggestions.

[5] For standards of accuracy, appropriate volumes of the _Duden_ may be consulted: _Duden: Rechtschreibung_, 16th ed. (Mannheim: Dudenverlag, 1967); _Duden: Stilwörterbuch_, 6th ed. (Mannheim: Dudenverlag, 1970); _Duden: Hauptschwierigkeiten der deutschen Sprache_ (Mannheim: Dudenverlag, 1965).

LANGUAGE TEACHER SERIES: GERMAN I, and GERMAN II
by Cindy and Andrew Bartorillo

OVERALL
EVALUATION

	Poor	Fair	Good	Excellent
CONTENT		X		
SUPPORT MATERIAL		X		
PRESENTATION		X		
STIMULATION OF INTEREST		X		
COMPUTER TECHNIQUES		X		

LEVEL

High School
College

SYSTEM
REQUIREMENTS

TRS-80 Models I, III
32K
One disk drive
Printer desirable

PRICE

$29.50 Each (both 59.00)

SOURCE

Program Store
P.O. Box 9582
Washington, D.C. 20016
Tel. (800) 424-2738

CONTENT

The two sets of programs, each on a separate disk,
are menu-driven. The user simply selects the desired
options. Listing these menus here may serve to
suggest both the content and the structure of the
programs.

GERMAN I

Options Available:

A. NOUN VOCABULARY DRILL
B. VERB VOCABULARY DRILL
C. MISCELLANEOUS WORD VOC. DRILL
D. RAND. SEL. VOCAB. DRILL
E. PHRASE TRANSLATION DRILL
F. VERB CONJ. DRILL
G. RETEST MISSED VOCAB. PHRASES
H. DIAGNOSTIC RESULTS
I. PRINT NOUN VOCAB. TEST
J. PRINT VERB VOCAB. TEST
K. PRINT MISC. WORD VOC. TEST
L. PRINT RAND. SEL. VOC. TEST
M. PRINT PHRASE TEST

GERMAN II

Options Available:

A. NOUN VOCAB. DRILL
B. VERB VOCAB. DRILL
C. MISC.WORD VOC.DRILL
D. RAND.SEL.VOC.DRILL
E. VERB CONJ. DRILL
F. RE-TEST MISSED VOC.
G. DIAGNOSTIC RESULTS
H. PRINT NOUN VOC.TEST
I. PRINT VERB VOC.TEST
J. PRINT MISC.WORD
   VOCAB. TEST
K. PRINT RAND. SEL.
   VOCAB. TEST

German I, the initial program-set, recognizes 800 German/English word combinations, 1650 verb conjugation forms and 158 German/English phrase combinations. One can choose German-English, English-German combinations, multiple-choice answers, be re-tested on missed answers, or run a full quiz diagnostic routine. Students begin the program by choosing a drill on either noun vocabulary, verb vocabulary, phrase translation or verb conjugation. The computer randomly selects phrases and words. The student cannot predict what is coming next. Question types are either multiple-choice or fill-in-the-blank. The screen displays and continuously updates the percentage of correct

answers. Diagnostic results and records can be
printed and saved. German II recognizes 800
German/English word combinations and 1950 verb
conjugation forms. Everything else is basically
the same.

PRESENTATION OF CONTENT

1. Miscellaneous Word Vocabulary Drill:

Upon choosing menu item C (Miscellaneous Word
Vocabulary Drill), for example, the user quickly
observes that the program reduces the ambiguity
of the stimulus word by designating its grammatical
category (e.g., noun, verb). For instance, on the
screen the student is asked to translate the word
SUIT, which appears together with the label "Noun."
This identification helps to avoid confusion between
the noun suit and the homographic verb. Here are
examples as they appear on the screen:

```
1. SUIT
      NOUN     1. UNGLUECK   2. ANZUG
               3. SCHUH      4. JAHR
2. CLOSE
      VERB     1. FISCH      2. FEIND
               3. SCHLIESSEN 4. PURPUR
3. FLAT
      MISC     1. FLACH      2. TISCH
               3. BOOT       4. GENUG
```

Reservations:

The grammatical designation (noun, verb) is really useful. Unfortunately, it is not implemented consistently, since parts of speech other than nouns and verbs are grouped together under the general heading "MISC(ELLANEOUS)." This apparent lack of consistency is puzzling. Its pedagogical justification appears to be that it encourages students to analyze sentences by focusing on verbs and nouns first and then on "everything else." Perhaps, too, the intent was to focus on the vocabulary component in this drill, and not, to introduce considerations that might distract from it. Nontheless, I would have preferred consistent vocabulary identifications such as: Noun, Verb, Adjective, Adverb, Preposition, Conjunction.

1. Verb Conjugation Drill:

This verb drill has both appealing and annoying features. The format of presenting the principal parts of verbs is traditional, although the student is not asked for the "traditional" auxiliary verb when typing in the past participle. Consider the following example where the student's answer is to be

supplied on the dotted line:

1. SCHLIESSEN   TO CLOSE/CONCLUDE

   3rd Pers.   SCHLOSS
   Sing.Past   ------------------

   Past Part.   GESCHLOSSEN

   3rd Pers.   SCHLIESST
   Sing.Pres.   ------------------

2. SINGEN   TO SING

   3rd Pers.   SANG
   Sing.Past   ----------------

   Past Part.   GESUNGEN

   3rd Pers.   SINGT
   Sing.Pres.   ----------------

<u>Reservations:</u>

The verbs included in this drill are ordered
alphabetically rather than to some linguistic or
pedagogic design. For the so-called strong (or
irregular) verbs, in which tense is marked by vowel
gradation, a perhaps more helpful ordering would
be in groups based on vowel change similarities.
It has been my experience that irregular verbs are
more easily learned if taught in such groups. As
a matter of fact, the computer lends itself well to

calling attention to patterns of this kind. For
example, groups could be arranged thus:

<u>Pattern</u>: ie--o--o

(Item)

Verb 1: SCHLIESSEN

Present	Imperfect/ Simple Past	Past Participle
SCHLIESST	SCHLOSS	HAT GESCHLOSSEN

(Item)

Verb 2: FLIEHEN

FLIEHT	FLOH	IST GEFLOHEN

(Item)

Verb 3: VERLIEREN

VERLIERT	VERLOR	HAT VERLOREN

<u>Pattern</u>: i--a--u

(Item)

Verb 4: SINGEN

SINGT	SANG	HAT GESUNGEN

(Item)

Verb 5:   TRINKEN

              TRINKT   TRANK   HAT GETRUNKEN

(Item)

Verb 6:   FINDEN

              FINDET   FAND   HAT GEFUNDEN

3. Verb Vocabulary Drill:

The verb drill which tests the various tenses is good in concept. The student is asked to type in the forms as shown on the dotted line:

Perfect Tense

1. HALTEN   TO HOLD/STOP/KEEP

    ICH   HABE GEHALTEN

    DU   HAST GEHALTEN

    ER   HAT GEHALTEN

    WIR   HABEN GEHALTEN

    IHR   HABT GEHALTEN

    SIE   HABEN GEHALTEN

Reservations:

Such full tense verb conjugations provide excellent practice. But it can also become tedious

to type the same verb with minor variations six times, verb after verb. This is particularly the case, of course, if the student is a hunt-and-peck typist. The exercise should be shortened by doing, say, some items in a given conjugation, but not always all of them. Grouping, aside from keeping similar vowel change patterns together, could teach singular and plural formation at the same time as drilling tense patterns. Possible variations might include both shortening and grouping of verbs, for example:

(Item)

Verb 1:   HALTEN   TO HOLD/STOP/KEEP

            ich ----------- du ------------

            wir ----------- ihr -----------

(Item)

Verb 2:   FANGEN   TO CATCH

            er ----------- sie (Sing.) ----------

                      sie (Pl.)

SUPPORT MATERIAL:

A type-written alphabetized list of all German/English vocabulary, verb conjugations and phrases which appear in the program, together with a pronunciation guide, is supplied with this particular program diskette. Some of the programs received had this included, others did not. Additional copies of this vocabulary list can be ordered for $3.00. This material is useful to instructors wishing to coordinate the programs with classwork or direct students with particular problems to the appropriate component programs.

Reservations:

On the other hand, the instruction booklet could have been more clearly written. It isn't very good at explaining operating instructions, option selections and program "hang up" remedies. Moreover, the graphic appeal of the stapled pages of the instruction booklet could be improved. A user is not only addressed by the aesthetic and professional make-up of the support literature but also dependent on the instructions being stated clearly and simply.

PRESENTATION

Content:

The part of the program, vocabulary item analysis, proves the weakest because it frustrates the students the most. The weaknesses are of particular interest to language teachers who struggle to restrict to specific applications and, at the same time, carefully expand foreign vocabulary. For most learners the seemingly endless hoard of new vocabulary to be learned is intimidating at first. For this reason, vocabulary learning must be carefully controlled, frequently reinforced through varied application and gradually developed. When encountering a program organized as this is, students will feel disconcerted, because the program constantly reminds them of what they do not know.[1] This weakness stems from a failure to plan which items should be introduced, and when to introduce them. The flaw is common in quickly prepared random drill programs. Because of the importance of this part of language learning, and because the deficiencies of this aspect of this program exemplify some of the pitfals to be avoided, I would like to examine these deficiencies in some

detail here. They may be grouped into six categories.
The first two weaknesses concern problems caused
by lack of flexibility in the programming.

1. Question Item Ambiguous:

For example, if the English word SHEET appears
on the screen, the user does not know what kind of
sheet is meant. The ambiguity arises because there
is more than one German term possible for the English
word given. For SHEET the program wants the bed
sheet, DAS BETTLAKEN, but not the sheet of paper,
DER BOGEN PAPIER; for NUMBER, the numerical figure,
DIE ZAHL is preferred over DIE NUMMER or DIE ZIFFER;
for MARRIAGE, matrimony, DIE EHE, and not wedding,
DIE HEIRAT; for BAG, DER BEUTEL, but not DIE TASCHE.
A more complex ambiguity arises with a word like
RIGHT. The answer RECHT is the only acceptable one.
The word RECHT, however, without gender, is not used
as such; in conjunction with HABEN the word means
RECHT HABEN, "to be right;" in conjunction with
article DAS, the word means DAS RECHT, "the right,
the law;" used adverbially with the suffic s, the
word becomes RECHTS, "right"--as opposed to "left."
In other words, all possibilities prompted by the

word RIGHT are rejected. Particularly difficult
in this regard are prepositions, especially when
they are given out of context. When, for instance,
a question item such as IN, AN or BEI appears, the
plausible answers are too numerous because of the
many meanings a preposition can have in different
contexts. Prepositions in context are difficult
enough to learn--out of context, they are virtually
impossible to guess correctly. It is important
that the items chosen be precise either by providing
a context or by supplying a list of possibilities
where only one answer is looked for which is not
present in the list of other alternative choices.

2. Answer Item Enigmatic:

A second confusion, closely related to the first,
arises when the question is clear, but the answer
choices offered by the program are questionable.
For instance, when the program asks for the German
equivalent of TO STOP and provides the following
choices: 1. AUFHOEREN
                  2. ANTWORTEN
                  3. ABBESTELLEN
                  4. ANKOMMEN

it is difficult to choose between AUFHOEREN and
ABBESTELLEN because both verbs mean "to stop" in

slightly different senses. I chose AUFHOEREN, only
to find that the program's preference was ABBESTELLEN.
Sometimes, however, no real option is provided. For
example, when the program asks for a German equivalent
of TO WORRY and furnishes as alternatives:

> 1. PLAGEN
> 2. MUESSEN
> 3. AUSRADIEREN
> 4. EMPFANGEN

the choice becomes extremely difficult. The answer
expected by the program is PLAGEN, but it does not
correspond well. Preferable correct answers would
be: BEUNRUHIGEN, SICH AENGSTIGEN, SICH SORGEN.

3. Answer Item Archaic:

Also bewildering are answers which are heard only
in certain regions of Germany or Austria and are not
representative of "standard" German. Again, both
options should appear, or perhaps use of such words
should be restricted. The following examples may
serve to illustrate problems of this kind in this
program. The vocabulary item SHEET was accepted only
as DAS BETTLAKEN and not also as DAS LEINTUCH;
BRICK only as DER BACKSTEIN and not DER ZIEGEL;
TURKEY only as DER TRUTHAHN and not DER PUTER; and
TRASH CAN only as DER ABFALLEIMER and not

DER ASCHEIMER (or ASCHENEIMER).

5. Answer Items Inconsistent in Kind:

In other cases the program's rigidity is compounded by inconsistency because the responses required vary without cause. For words like FIRST and NONE the uninflected forms ERST and KEIN are accepted as correct, but not those with inflectional endings such as ERST<u>ER</u>, ERST<u>E</u>, KEIN<u>ER</u> or KEIN<u>E</u>. But later in the same program, endings are suddenly preferred. The word OTHER requires ANDER<u>ER</u> (nominative singular masculine only), SECOND requires ZWEIT<u>ER</u> (nominative singular masculine only), NEXT requires NAECHST<u>EN</u> (accusative singular masculine only). Answers without inflections, or with equally plausible feminine or neuter endings are rejected. Answering correctly in such cases becomes increasingly discouraging because of the inconsistency in the program's expectations. Clearly, adjective endings should not be assumed out of context unless specific instructions are given to the student.

6. Items Too Cognate Oriented/Too Easy:

There is occasional inconsistency in level of difficulty. Some routines are too easy. Students

can be challenged within reason but should not
be given a false sense of accomplishment with
frequent items such as these:

   1. THE SOUP IS GOOD to be answered with
   1. DIE SUPPE IST GUT

   2. WE HAVE A BOAT to be answered with
   2. WIR HABEN EIN BOOT

There should be a healthy and realistic mixture of
"hard" and "easy" combinations. An even better
approach would adjust the average level of difficulty
on the basis of the student's performance.

COMPUTER TECHNIQUES

1. Feedback to Students:

 a. Diagnostic Results:

  The diagnostic option allows the sudent to
review incorrect answers. If, for instance, the
original option was the verb conjugation drill, the
diagnostic display will inform the student how many
items of each person and tense were missed. If
more than three of any person/tense were missed,
an asterisk (*) is displayed beside the applicable
person/tense, indicating that more practice is
needed. Also displayed is the total number of verbs
tested, the number answered correctly, and the

final percentage of correct answers. The diagnostic routine can be called at any time, either during the original option selection or during the re-test option. Such a provision can be motivating because a tally or a plot of the student's efforts can be kept and displayed to show the amount of improvement over time. Most students like to know that last time they missed only five out of ten items and this time only two.

1. Feedback to Students:

   b. Re-test Option:

This option allows a student to be retested on any missed vocabulary or phrases. The program presentation is identical to the regular options except that no percentage of correct answers is displayed. Also, the program is not implemented to re-test verb conjugation errors.

Reservations:

The program merely provides the correct answer and lets the students deduce for themselves what the problem may have been, be it substantive or only typographical, which is a rather shoddy learning experience. This also leaves much of the potential

of the computer for interactive feedback untapped.
Preferable would be coupling the re-test option with
an option providing diagnosis and explanation of
errors prior to re-testing.

1. Feedback to Students:

   c. Print-Out Capability:

     Choosing one of the print options will cause
the program to generate selections for printing
a multiple choice test. An entire test and test
results are printed to be taken either on--or
off-line. (See Atari version of this program
which includes a sample of this type of test.)
This aspect of the program is particularly valuable
because it leaves the student with tangible results
and thus fosters a sense of accomplishment at the
end of a session. Teachers, too, may find the test
printouts useful for administering quizzes. For
the actual test, the program will input data from
the disk and display a multiple choice for each
quiz selection in the same manner as during normal
option selections. Instead for the program prompting
for an answer input, the user is asked to indicate
by pressing "P" if the program should "print" (incor-

porate) the displayed choice into the test or "N"
if a new selection is preferred or "X" if language
format changes are desired. In other words, a
user can accept or reject a given choice, which
comes from the same data base of questions the menu
options are made up of.

Reservations:

As nice as the print option is, it proved a
real headache because when no printer is available,
the program "hangs up" when this option selection is
accidentally chosen. In such a case, a new start-up
is the only remedy. True, the manual explicitly
reminds the user that in order to accomplish Model III
compatibility, recognition of the line printer ready
status had to be suppressed. Furthermore, if a
non-Radio Shack line printer that does not indicate
the "Printer Ready" status is on line, the program
will also "hang up" whether the printer is on or not.
It was bad enough to know I couldn't print because I
didn't have a printer but it was salt in the wound
when my program interaction was frozen because the
print option was selected accidentally. A message
to that effect or no response would seem a more

appropriate rejection rather than a "hang up."
Perhaps the print option should include some prior
check of printer status to avoid "hang up," whether
the option is selected intentionally or by accident.

1. Feedback to Students:

   d. Timing of Feedback:

     There is no limit on the amount of time a student
may take to answer. The prompt keeps blinking
patiently. There are, however, some discrepancies
in the amount of time the answers remain on the
screen. This limitation is especially noticeable
during the second try or re-test option, as is
apparent from the following summary of timings and
situations:

SITUATION		TIME	RATING
First Try	Correct Answer	5 sec.	(O.K.)
Second Try/Re-test	Correct Vocab.	8 sec.	Too long
Second Try/Re-test	Correct Verbs	10/12 sec.	Too long
Second Try/Re-test	Correct Misc.Voc.	5 sec.	Too long
Second Try/Re-test	CORRECTED Error: (Verbs, Misc.Voc.)	5/6 sec.	(O.K.)

There is no problem with correct answer timing
during the first try, but during the second try
the correct versions stay on the screen a bit too
long and only the corrections for errors are
timed appropriately. My experience with drill
programs leads me to conclude that a right answer
needs to be displayed only briefly, while a correc-
tion needs to stay on the screen somewhat longer.
Preferable, in my view, would be leaving the timing
to the student by keeping the answer/correction
on the screen until the student elects to move on.
There are many programs that simply wait for the
student to press the ENTER key before presenting
the next item.

2. Typable Accent Marks:

Reservations:

The program has a very poor method for presenting
diereses. Presumably the program was written for
the TRS-80 Model I, whose character generator did
not include these characters. Instead of the
dieresis, the letter "E" is added to the vowel,
e.g., "OE" for "Ö." In addition, there is no "ß"
(the so called scharfes "s"). The substitution

used is "SS" which is an acceptable substitute.
But in words involving more than one such substi-
tution, the problem is compounded and some distracting
spelling arises, like FUSSKNOECHEL for Fußknöchel.
Since the main goals of the program concern grammar
and vocabulary, this is a relatively small problem,
but a limitation nevertheless. (See Appendix A.
for other methods of dealing with this problem.)

3. Upper/Lower Case:

Reservations:

The handling of upper and lower case involves
a similar limitation. All items are displayed in
upper case letters, both the text given on the
screen as well as the answers typed in by students.
The distinction between upper and lower case is
more important in German than in most languages,
since nouns are differentiated from other parts of
speech by being capitalized. Clearly, the use of
all upper case letters simplified matters for the
programmer, and perhaps also for the user who can
concentrate on the substance with one less keyboard
manipulation to worry about. But it does deviate
from real world usage and may meet with objections

from some teachers and students.

4. <u>Ease of Operation</u>:

Loading is a four-step operation if done "manually."

Step 1: Turn system on, put disk in drive 0, and press RESET.

Step 2: Type "BASIC" and press ENTER.

Step 3: Answer "1" to "How many files?" if you have 32K memory. Press ENTER until you get the "READY" prompt.

Step 4: Type RUN"GERMAN" and press ENTER.

But these steps can easily be consolidated into a BUILD/DO command sequence for "Automatic Start-Up." Users need then only enter the date at the prompt (a requirement which can also be circumvented by a patch to the D.O.S.), press ENTER and the program performs all subsequent functions automatically.

Summary:

Overall, despite the limitations discussed, the Bartotillo programs for German I and German II have merit. By way of summary, I will reiterate in two columns the "Likes" and "Dislikes."[2]

LIKES	DISLIKES
1. Labeling parts of speech when translating miscellaneous vocabulary items.	1. Inconsistent labels of speech parts.
2. Verb conjugation traditional format.	2. Verb conjugation should require auxiliary verb when asking for past participle.
3. Verb drilling various tenses--good review item.	3. Verbs should not be in alphabetical order.
4. Type-written word list of German/English vocabulary in program.	4. Verbs should be grouped according to similarities, e.g., vowel changes.
5. Option for printing multiple-choice type test.	5. Verb tense drill awsome--six times the same tense and the same verb is too long.
6. Program still useful for review of vocabulary for very general needs.	6. Vocabulary drill items sometimes not clear, archaic, regional or inconsistently
7. Program still useful for drill work provided limitations are anticipated.	

8. Diagnostic option to review errors.
9. Record keeping of # of errors and # of attempts.
10. Ease of changing "manual" to automatic start-up of program.
11. Back-up disks (duplicates) to protect original are easily made and encouraged by producer.
12. Price of program is fair because it is useful to some extent over a longer period of time.

difficult.
7. Vocabulary drills not grouped by topics or other similarities.
8. Question/Answer format monotonous.
9. Lesson units too long.
10. Not enough interaction between student and computer.
11. Student has very little mobility within the program.
12. Poor feedback-- no explanation of errors, no remediation.
13. Feedback inconsistently timed.
14. Entire program text written in upper case.
15. Program cannot be easily adapted to a variety of textbook(s) or curricula.
16. Support literature needs clarification and be of better quality.
17. Print option "hang up."

EVALUATION CRITERIA FOR REVIEW OF

FOREIGN LANGUAGE MICROCOMPUTER TEACHING PROGRAMS

RATING FORM for (Title of Program): <u>Language Teacher</u>
 <u>Series</u>: German I, II; TRS-80; Bartorillo

<u>Rating</u>:

Circle the item which best reflects your judgment:

0-	Insufficient Knowledge
NA-	Not Applicable
NAD-	Not Applicable but Desirable
1-	Poor
2-	Fair
3-	Good
4-	Excellent

CONTENT

   O NA NAD 1 ②3 4   1. Content is accurate.

   O NA NAD 1 ②3 4   2. Content is appropriate to (stated or implied) instructional intent.

   O NA NAD 1 ②3 4   3. Level is appropriate for intended user.

   O NA NAD 1 ②3 4   4. Content presents a well-rounded view of contemporary usage.

SUPPORT MATERIAL

   O NA NAD 1 ②3 4   1. Instructor's guide is clear, comprehensive and useful.

   O NA (NAD) 1 2 3 4   2. Student's guide is clear, comprehensive and useful.

PRESENTATION

    0 NA NAD ①2 3 4   1. Purpose of program(s) is clearly stated.

    0 NA NAD ①2 3 4   2. Program(s) fulfill(s) the stated purpose.

    0 NA NAD 1 ②3 4   3. Content organization and presentation are methodologically sound.

    0 NA NAD 1 ②3 4   4. Subject matter is relevant to a variety of textbook(s).

    0 NA NAD 1 ②3 4   5. Subject matter is adaptable to a variety of textbooks(s).

    0 NA NAD ①2 3 4   6. Questions and expected answers are clear, not ambiguous.

    0 NA NAD 1 ②3 4   7. Instructional quality of content: summary assessment.

    0 NA NAD ①2 3 4   8. Individual lessons are of appropriate length.

    0 NA ⟨NAD⟩ 1 2 3 4   9. Instructor can easily modify program.

    0 ⟨NA⟩ NAD 1 2 3 4   10. Program with flexible content (e.g., authoring program) is powerful, flexible and suitable to a wide range of applications.

STIMULATION OF STUDENT INTEREST

    0 NA NAD 1 2 3 ④   1. Amount of information in each screen frame is appropriate.

    0 NA NAD 1 ②3 4   2. Presentation of program is appealing.

    0 NA NAD ①2 3 4   3. Student has mobility within program.

    0 NA NAD ①2 3 4   4. Program employs principles of motivation.

    0 NA NAD ①2 3 4   5. Program stimulates student creativity.

COMPUTER TECHNIQUES

0 NA NAD ①2 3 4   1. Capability of computer is exploited.

0 NA NAD 1 2 ③ 4   2. Use of computer is a suitable medium.

0 NA NAD 1 2 ③ 4   3. Instructor can easily operate program.

0 (NA) NAD 1 2 3 4   4. Instructor can easily operate program with record keeping feature.

0 NA (NAD) 1 2 3 4   5. Instructor can easily edit program without altering program code.

(0) NA NAD 1 2 3 4   6. Instructor can easily edit program by altering program code.

0 NA NAD 1 2 ③ 4   7. Student can easily operate program.

0 NA NAD ① 2 3 4   8. Student can easily exit program without losing work done.

0 NA (NAD) 1 2 3 4   9. Student can easily go to on-screen help from any part and back to the same point of instruction.

0 NA (NAD) 1 2 3 4   10. Student can easily bypass on-screen instruction if desired.

0 NA NAD 1 2 3 ④   11. Student can easily save lessons or parts of lessons on printout.

0 (NA) NAD 1 2 3 4   12. Student can easily save lessons or parts of lessons on disk.

0 NA NAD ① 2 3 4   13. Feedback provides error analysis and correction/ explanation.

0 NA NAD ① 2 3 4   14. Feedback differentiates substantive from mechanical mistakes (e.g., typos).

COMPUTER TECHNIQUES

0 NA NAD ①2 3 4	15. Feedback is adequately timed.
0 NA NAD ①2 3 4	16. Feedback frequency is appropriate.
0 NA NAD 1 2 3④	17. Presentation of format is appropriate.
0 NA ⟨NAD⟩ 1 2 3 4	18. Appropriate use of color.
0 ⟨NA⟩ NAD 1 2 3 4	19. Appropriate use if sound.
0 NA NAD ①2 3 4	20. Appropriate use of graphics.
0 ⟨NA⟩ NAD 1 2 3 4	21. Appropriate use of animation.
0 NA NAD 1 2 3④	22. Typable accent marks or alternatives are easy to manipulate.
0 NA NAD 1②3 4	23. Typable accent marks or alternatives are appropriate.
0 NA ⟨NAD⟩ 1 2 3 4	24. Upper and lower case differentiation is easy to manipulate.
0 NA NAD 1 2③4	25. Program is technically reliable.

PLEASE COMMENT FREELY ABOUT YOUR ASSESSMENT OF THIS
MATERIAL:

1. Is it reasonable to use the computer to deliver
   this instruction?

   $\checkmark$ Yes _____ No _____ Not Sure

   How else could this instruction be delivered
   more effectively?

2. Do you recommend the use of this program?

   _____ Strongly recommend
   _____ Recommend
   $\checkmark$ Recommend subject to improvements
   _____ Do not recommend

   Why? Please, identify strengths and weaknesses.

3. What improvements do you recommend to the
   substance, program or documentation of this
   package, if any?

Notes

[1] One student expressed this frustration as
follows: "I thought this system worked fairly well,
except when you have to put in German words. If
you know the answer but it is programmed for another
word, it gets you very frustrated because you know
that you're right, and it makes you doubt yourself."
Laura Mayer, German 102, Syracuse University, spring
1983.

[2] For additional reviews and commentary for
this program see: Gerald R. Culley and George W.
Mulford, Foreign Language Teaching Programs for
Microcomputers: A Volume of Reviews (Dover, Delaware:
University of Delaware, 1983), pp. 10-12.

LANGUAGE TEACHER SERIES: GERMAN I
by Cindy and Andrew Bartorillo

OVERALL
EVALUATION

	Poor	Fair	Good	Excellent
CONTENT		X		
SUPPORT MATERIAL		X		
PRESENTATION		X		
STIMULATION OF INTEREST			X	
COMPUTER TECHNIQUES			X	

LEVEL

   High School
   College

SYSTEM
REQUIREMENTS

   Atari 400/800
   32K
   One disk drive
   Optional: joy stick
   Optional: 80 column
      line printer

PRICE

   $29.95 Each (both 59.00)

SOURCE

   Program Store
   P.O. Box 9582
   Washington, D.C. 20016
   Tel. (800) 424-2738

This is the Atari version of the first of the two Bartorillo packages previously discussed. The analysis of most features there applies to this version as well. But the Atari rendition deserves additional mention because of technical (not substantive) improvements over the TRS-80 version. The Atari program is in color and uses sound to signal correct or incorrect responses.

Program initialization, which takes a surprisingly
long time, is in two steps: loading (50 seconds)
and setting up the special character set (an addition-
al 50 seconds). This special set of characters is
easy to operate and is implemented by pressing the
CTRL key plus the vowel that is to be umlauted.
For instance, if one needs a lower case "u" with
an Umlaut, pressing the CTRL key followed by the
letter "U" produces "ü." (For a detailed listing
of all codes see Appendix A.)

After the program is loaded, a map of Germany
(with special emphasis on Berlin) appears on the
screen with the title "GERMAN I." Each subsequent
screen view comes in a different color which can
be further changed through manual adjustments on
the television screen. The program is designed so
that inputs can be made either from the console
keyboard or from a joystick. Multiple-choice answers
and menu manipulation are, of course, the only possible
joystick operation. A blinking cursor is displayed
on the letter identifying one of the menu choices.
This cursor can be moved to subsequent choices
(letters) by moving the joystick or by pressing

the "up/down arrow" key, located on the right side
of the keyboard console. Once the cursor is
located over a desired selection, the FIRE button
on the joystick controller or the RETURN key on the
computer console executes the operation.

Duplicating the original diskette for a back-
up copy is simple and encouraged by the producers
of the package. The program includes a mode for
hard copy with an appropriate printer. (See the
print options for the TRS-80 discussion).
In order to communicate the test quality, I have
included a sample of the test items which are
available as printed hard copies. I have reproduced
an exact replica of the six available testing
options. All my samples except the verb conjugation
drill present the first two items from English $\longrightarrow$
German and the second two from German $\longrightarrow$ English.
The verb conjugation drill did not provide the
choice to switch language formats:

I. VOCABULARY DRILL TEST: NOUN VOCABULARY
E $\longrightarrow$ G

1. piano
           (1) Handkoffer
           (2) Mann
           (3) Spulstein   (Diacritical marks do not
                            appear on printed copies.)
           (4) Klavier

2. office
         (1) Feind
         (2) Butter
         (3) Kirche
         (4) Buro

G ⟶ E

3. Geld
         (1) nose
         (2) afternoon
         (3) hat
         (4) money

4. Verkauferin
         (1) salesgirl
         (2) beauty
         (3) pain
         (4) money

II. VOCABULARY DRILL TEST VERB VOCABULARY

E ⟶ G

1. show
         (1) denken
         (2) hassen
         (3) folgen
         (4) zeigen

2. wake up
         (1) horen
         (2) kaufen
         (3) aufwachen
         (4) beginnen

G ⟶ E

3. lesen
         (1) return
         (2) count
         (3) bathe
         (4) read

4. erreichen
         (1) inherit
         (2) reach
         (3) cry
         (4) bleed

III. VOCABULARY DRILL TEST MISC. WORD VOC.

E ⟶ G

1. stupid
   - (1) fast
   - (2) dumm
   - (3) tausend
   - (4) achtzehn

2. exactly
   - (1) krank
   - (2) nichts
   - (3) genau
   - (4) gelb

G ⟶ E

3. gelb
   - (1) blue
   - (2) today
   - (3) five hundred
   - (4) yellow

4. tatsachlich
   - (1) actually
   - (2) magic
   - (3) black
   - (4) beautiful

IV. VOCABULARY DRILL TEST RAND. SEL. VOC.

E ⟶ G

1. become
   - (1) alt
   - (2) werden
   - (3) Westen
   - (4) Herr

2. ear
   - (1) Affe
   - (2) Ohr
   - (3) singen
   - (4) unangenehm

G ———→ E

3. senden
        (1) room
        (2) send
        (3) reach
        (4) queen

4. gut
        (1) good
        (2) why
        (3) chair
        (4) September

V. PHRASE DRILL TEST

E ———→ G

1. I like to play tennis
        (1) Viertel vor acht
        (2) In wenigen Minuten
        (3) Sie versteht alles
        (4) Ich spiele gern Tennis

2. Merry Christmas
        (1) Bitte sitzen bleiben
        (2) Er reist gern
        (3) Frohliche Weinachten (sic)
        (4) Er hat Hunger

G ———→ E

3. Die Suppe ist gut
        (1) It is eleven o'clock
        (2) The soup is good
        (3) Every week
        (4) Half a dozen

4. In wenigen Minuten
        (1) A large book
        (2) He is hungry
        (3) In broad daylight
        (4) In a few minutes

VI. VERB CONJUGATION DRILL TEST

1. bringen
   Ich
   Perfect
   - (1) habe gebracht
   - (2) brachte
   - (3) bringe
   - (4) hatte gebracht

2. sterben
   Ihr
   Pluperfect
   - (1) starbt
   - (2) werdet sterben
   - (3) sterbt
   - (4) wart gestorben

3. nennen
   Ich
   Imperfect
   - (1) werde nennen
   - (2) nenne
   - (3) nannte
   - (4) habe genannt

4. beginnen
   Ihr
   Present
   - (1) begannt
   - (2) beginnt
   - (3) hattet begonnen
   - (4) habt begonnen

Some teachers may not like the composition of this test
at all. I, for one, question several matching alterna-
tives, the absence of interpunctuation and diacritical
marks in the phrase drill, and the form of the verb
conjugation drill. To have a test copy will prove
useful to students but I do recommend an ammended
version. Comparing the TRS-80 program with the Atari

version, I must recommend the latter because I find
the colors more appealing and motivating, the
accessibility of German characters in upper and lower
case from the keyboard preferable, in spite of the
instructional weaknesses both programs share.

APFELDEUTSCH

OVERALL
EVALUATION

	Poor	Fair	Good	Excellent
CONTENT				X
SUPPORT MATERIAL	NA			
PRESENTATION				X
STIMULATION OF INTEREST			X	
COMPUTER TECHNIQUES			X	

LEVEL

  College

SYSTEM
REQUIREMENTS

  Apple II Plus
  DOS 3.2 or 3.3
  64K
  One disk drive

PRICE

  £ 99.00 (Pound Sterling)

SOURCE

  WIDA Software
  2 Nicholas Gardens
  London W5, 5HY
  Great Britain

(The following evaluation is necessarily
tentative because it is based on limited acquaintance
with only part of this package. It seemed preferable
to include the evaluation, despite this qualifica-
tion, because even limited familiarity provides
some basis for fruitful comparison.)

Apfeldeutsch is a German self-study program
based on the textbook: Grundkurs Deutsch, (distri-

buted by Verlag für Deutsch, Schillerstraße 5,
D-8000 Munich 2, Germany). The entire teaching
package comes in three main sections: two text-
books, six audio cassettes and nine disks of
Apple programs. The disks are intended for
self-assessment and fit into the general pattern:
listen to cassette; listen again, this time
following the passages in the textbooks; try the
oral exercises; use the wordbook and read up on
the grammar used; THEN use the appropriate disk;
repeat until satisfied, then go on to the
next lesson.

The computer-aided part of this program
consists of nine diskettes with 111 programs,
covering four general categories:

1. Ordinary fixed questions
2. Randomly generated questions
3. Animations
4. German version of "Hangman."

The instruction is designed both for self-teaching
and for reinforcement and correction of material
covered in class.

The program is guaranteed for one year but is
planned to undergo extensive revisions because

the nine diskettes proved cumbersome. The new

version will not be programmed in England but

in the USA perhaps under the direction of James

Pusack from the University of Iowa.[1]

The program starts with the producers' logo

and the following menu:

    Screen: HIT A LETTER TO CHOOSE AN EXERCISE:

    A. TIME   H. SUBORDIN.
    B. NUMERALS   I. DATES
    C. VERB. PRES.   J. WEAK IMP (tense)
    D. MODALVERB   K. ADJECT.
    E. MONEY   L. PREPOS.
    F. REFLEX   N. (sic) PRONOUN
    G. PERFECT

If the user selects category A, "Time," the

computer prompts as follows:

    Screen 1:

            FIRST REVIEW THE DIFFERENT WAYS
            OF EXPRESSING TIME
    2.00 - ZWEI (UHR)
    3.05 - FUENF (MINUTEN) NACH DREI
    4.50 - ZEHN (MINUTEN) VOR FUENF
    8.20 - ZWANZIG (MINUTEN) NACH ACHT
            ZEHN (MINUTEN) VOR HALB NEUN
    9.35 - FUENF (MINUTEN) NACH HALB ZEHN
   11.15 - VIERTEL NACH ELF
            VIERTEL ZWOELF
   12.45 - VIERTEL VOR ZWOELF
            DREIVIERTEL EINS
   14.47 - VIERZEHNUHRSIEBENUNDVIERZIG
            (TIMETABLE PATTERN)

Screen 2:

> MINUTEN AND UHR ARE OPTIONAL.
> IN THESE EXAMPLES THEY MAY BE
> DROPPED WHERE THEY ARE HIGHLIGHTED:

```
04.00   ES IST VIER UHR
04.11   ES IST VIER UHR ELF MINUTEN
        ES IST ELF MINUTEN NACH VIER UHR
10.05   ES IST FUENF MINUTEN NACH ZEHN UHR
13.00   ES IST DREIZEHN UHR
        ES IST EIN UHR
        ES IST EINS
```

In comparison with other programs reviewed,
Apfeldeutsch is markedly chatty. It is also well
programmed to appear humanly responsive; the user
senses that someone has taken pains to anticipate
possible mistakes. The interactive character of
the program is noticeable--to cite one illustration--
when the program explains the optional use of
UHR and MINUTEN:

Screen 1:

> TO MAKE YOUR LIFE EASIER THIS
> TEST USES ONLY MULTIPLES OF
> FIVE, EXCEPT WHERE THE TIMETABLE
> PATTERN IS REQUIRED.

Screen 2:

> NOW I AM GOING TO TEST YOU
> ON THE DIFFERENT PATTERNS.
> TO AVOID CONFUSION, I'LL
> TELL YOU WHICH PATTERN I
> WANT YOU TO USE

                    WHEN THERE IS MORE THAN
                    ONE POSSIBLE ANSWER.

                    LET'S SEE AN EXAMPLE:

(Now the program forms a digital clock formed
 from stars.)

```
  *  *  *    *  *  *         *  *  *    *  *  *
  *     *    *     *               *    *     *
  *     *    *  *  *               *    *     *
  *     *          *         *  *  *    *     *
  *     *          *         *          *     *
  *  *  *          *     *   *  *  *    *  *  *
```

                    ANSWER USING THIS PATTERN:

        _____   NACH   _____

                    YOU ANSWER ZWANZIG NACH NEUN.
                    JUST GIVE THE USUAL FORM OF
                    THE TIME EXPRESSION IN EACH
                    CASE. DON'T TYPE MINUTEN
                    OR UHR WHEN THEY ARE NOT
                    NECESSARY.
                    NOW IT'S YOUR TURN.

If the student answers incorrectly, the feedback

is friendly and personal:

        Screen:
                    NO, THAT'S NOT WHAT I WANTED
                    YOU TO SAY. I WANTED . . . .

And then the desired answer is supplied.

If category E, "Money," is selected, the student is instructed on the currencies in the Federal Republic of Germany, the German Democratic Republic, Switzerland and Austria. Then the student goes shopping and is asked to express in words how much money has been spent:

> Screen:
> > DU BIST IN DER DDR UND DU
> > GEHST EINKAUFEN.
> > DU GIBST 5 404.- M AUS.
> > WIE SAGT MAN DAS?
>
> Student types:
>
> > FUENFTAUSENDVIERHUNDERTVIER MARK

In this exercise the program does not distinguish between content and mechanical errors like typos. Also, when an answer is wrong, only the corrected version appears, no more.

In category J, "Weak Imperfect" tense drill, the student practices the past tense in a conversational question-answer-type format. The conjugation pattern, together with the percentage of correct and incorrect responses, appears from time to time. This seemed to me good as a means of encouraging and motivating the student. Another very commendable aspect of this program is the

programmer's decision to keep the drills short
(15 items maximum). Students are told after 15
attempts that they scored 15 out of 15 and are
asked whether they wish another go, yes or no?
Because the drills are relatively short, learners
do not come to feel trapped or locked-in.

After choosing category L, "Prepositions,"
students can opt for or against instructions. They
are also told that the exercise consists of 25
questions, another feature I liked. This drill
again demonstrates clear and helpful feedback
(despite the minor error of "two" for "drei"):

> Screen 1:
> > IN/IN DER AM VOR UM MIT NACH
> > FUER DURCH OHNE AUS BEI ZU IM

> Screen 2:
> > QUESTION:
>
> > WENN ICH _____ DEM FRUEHSTUECK
> > LOSFAHRE, KANN ICH _____ DREI
> > UHR NACHMITTAGS DA SEIN.
>
> Student types:
> > NACH, UM

> Screen 3:
> > TUT MIR LEID!
> > 'BEFORE BREAKFAST' AND 'AT TWO' (sic)
> > IS WANTED.
> > NOCHMALS, BITTE!

Student types:
VOR, UM

The program's attention to helpful feedback is also apparent when, for example, students are told that they are spacing their words too far apart. This is the only program that I have seen that attempts to distinguish between this kind of error (extra spaces) and errors of content.

The drill in category K, "Adjective," tests the student's knowledge of the endings of articles like der, dies-, jed-, ein, mein, unser, and the endings of adjectives which follow them. The questions are selected randomly, so no two tests will be the same. The following text appears on the screen:

Screen:

JEN- GROSS- HAUS (ACCUSATIVE)

Students are asked to type in the missing endings one at a time. If the article should have a zero-ending, e.g., like "EIN" in the phrase "EIN ALTER WAGEN," then they should type a dash as their answer. Students are further instructed:

Screen 1:

> YOU WILL BE GIVEN A SCORE AFTER
> 10 QUESTIONS, AND UNLESS YOU HAVE
> GOT 10 RIGHT IN A ROW, I WILL
> NOT LET YOU GO!

Screen 2:

> WELL, ON SECOND THOUGHT THAT'S
> A BIT HARD. IF YOU REALLY CAN'T
> STAND THE HEAT ANY MORE, TYPE
> S O S FOR EACH ENDING AND SEE
> WHAT HAPPENS.

Screen 3:

> DO YOU WANT A REMINDER OF THE
> PATTERN? TYPE Y OR N

Screen 4:

> TESTING SEQUENCE STARTS NOW.
>
> 1. SOLCH- INTERESSANT- BUECHERN
>   (DATIVE)
>   FIRST ENDING

Student types   ? E

> SECOND ENDING

Student types   ? EN

Screen 5:

> TUT MIR LEID, NUR H A L B RICHTIG!
> DIE ANTWORT IST:
>
> SOLCHEN INTERESSANTEN BUECHERN.
>   (DATIVE PLURAL)

```
                    DO YOU WANT A REMINDER OF THE PATTERN?
                    TYPE   Y   OR   N
```

If the students choose "yes," they can view the

entire declension pattern with all singular and

plural forms. Other sample adjective items are,

for instance, KEIN- KLEIN- KIND (DATIVE) which

illustrate that the drill also includes some of the

more challenging possibilities. I did not find it

demotivating that students must do all 10 questions

in a row in order to receive credit. This sort of

¨pressure¨ provided actually more of an incentive.

Not all drills are seemingly so "immobile." In

certain drills students are encouraged to move about.

    If the "SOS" help routine is selected in the

last drill, the screen displays this message:

      Screen:

```
                    YOU HAVE DECIDED TO JUMP OFF
                    IN MIDSTREAM.  COME BACK AND
                    TRY SOME MORE WHEN YOU ARE MORE
                    CONFIDENT OF THESE ENDINGS.
                    NOW TYPE "ESC" TO GET OUT, "M"
                    TO GO BACK TO MENU AND ANY KEY
                    TO REPEAT THIS TEST.
```

I had hoped for a little more help from the "SOS" routine than this peptalk, but even this example illustrates the program's flexibility of use.

On the whole, the authors seem to have experimented a good deal with varying formats. This has led to some inconsistencies, but also to the higher level of user interest and motivation that can be achieved by appropriate variety.

Although some revision is called for--and may be planned--<u>Apfeldeutsch</u> is, in my view, the best fixed-content program of its kind for self-instruction.

EVALUATION CRITERIA FOR REVIEW OF
FOREIGN LANGUAGE MICROCOMPUTER TEACHING PROGRAMS

RATING FORM for (Title of Program): _____

      APFELDEUTSCH

Rating:

Circle the item which best reflects your judgment:

      0-   Insufficient Knowledge
      NA-   Not Applicable
      NAD-   Not Applicable but Desirable
      1-   Poor
      2-   Fair
      3-   Good
      4-   Excellent

CONTENT

   0 NA NAD 1 2 (3) 4   1. Content is accurate.

   0 NA NAD 1 2 3 (4)   2. Content is appropriate to (stated or implied) instructional intent.

   0 NA NAD 1 2 3 (4)   3. Level is appropriate for intended user.

   0 NA NAD 1 2 3 (4)   4. Content presents a well-rounded view of contemporary usage.

SUPPORT MATERIAL

   0 (NA) NAD 1 2 3 4   1. Instructor's guide is clear, comprehensive and useful.

   0 (NA) NAD 1 2 3 4   2. Student's guide is clear, comprehensive and useful.

PRESENTATION

O NA NAD 1 2 3 ④   1. Purpose of program(s) is clearly stated.

O NA NAD 1 2 3 ④   2. Program(s) fulfill(s) the stated purpose.

O NA NAD 1 2 3 ④   3. Content organization and presentation are methodologically sound.

O NA NAD 1 2 3 ④   4. Subject matter is relevant to a variety of textbook(s).

O NA NAD 1 2 3 ④   5. Subject matter is adaptable to a variety of textbooks(s).

O NA NAD 1 2 3 ④   6. Questions and expected answers are clear, not ambiguous.

O NA NAD 1 2 3 ④   7. Instructional quality of content: summary assessment.

O NA NAD 1 2 3 ④   8. Individual lessons are of appropriate length.

O ⓃⒶ NAD 1 2 3 4   9. Instructor can easily modify program.

O ⓃⒶ NAD 1 2 3 4   10. Program with flexible content (e.g., authoring program) is powerful, flexible and suitable to a wide range of applications.

STIMULATION OF STUDENT INTEREST

O NA NAD 1 2 3 ④   1. Amount of information in each screen frame is appropriate.

O NA NAD 1 2 ③ 4   2. Presentation of program is appealing.

O NA NAD 1 2 ③ 4   3. Student has mobility within program.

O NA NAD 1 2 ③ 4   4. Program employs principles of motivation.

O NA NAD 1 2 3 ④   5. Program stimulates student creativity.

COMPUTER TECHNIQUES

O NA NAD 1 2 3 ④	15. Feedback is adequately timed.
O NA NAD 1 2 3 ④	16. Feedback frequency is appropriate.
O NA NAD 1 2 ③ 4	17. Presentation of format is appropriate.
O NA ⦅NAD⦆ 1 2 3 4	18. Appropriate use of color.
O NA NAD 1 2 ③ 4	19. Appropriate use if sound.
O NA NAD 1 2 ③ 4	20. Appropriate use of graphics.
O NA ⦅NAD⦆ 1 2 3 4	21. Appropriate use of animation.
O NA NAD 1 2 3 ④	22. Typable accent marks or alternatives are easy to manipulate.
O NA NAD 1 2 ③ 4	23. Typable accent marks or alternatives are appropriate.
O NA ⦅NAD⦆ 1 2 3 4	24. Upper and lower case differentiation is easy to manipulate.
O NA NAD 1 2 3 ④	25. Program is technically reliable.

COMPUTER TECHNIQUES

O NA NAD 1 2 ③ 4   1. Capability of computer is exploited.

O NA NAD 1 2 3 ④   2. Use of computer is a suitable medium.

O NA NAD 1 2 3 ④   3. Instructor can easily operate program.

O (NA) NAD 1 2 3 4   4. Instructor can easily operate program with record keeping feature.

O (NA) NAD 1 2 3 4   5. Instructor can easily edit program without altering program code.

(O) NA NAD 1 2 3 4   6. Instructor can easily edit program by altering program code.

O NA NAD 1 2 3 ④   7. Student can easily operate program.

O NA NAD 1 2 ③ 4   8. Student can easily exit program without losing work done.

O NA NAD 1 2 3 ④   9. Student can easily go to on-screen help from any part and back to the same point of instruction.

O NA NAD 1 2 ③ 4   10. Student can easily bypass on-screen instruction if desired.

O NA (NAD) 1 2 3 4   11. Student can easily save lessons or parts of lessons on printout.

O (NA) NAD 1 2 3 4   12. Student can easily save lessons or parts of lessons on disk.

O NA NAD 1 2 3 ④   13. Feedback provides error analysis and correction/explanation.

O NA NAD 1 2 3 ④   14. Feedback differentiates substantive from mechanical mistakes (e.g., typos).

PLEASE COMMENT FREELY ABOUT YOUR ASSESSMENT OF THIS
MATERIAL:

1. Is it reasonable to use the computer to deliver
   this instruction?

   ___✓ Yes   ____ No   ____ Not Sure

   How else could this instruction be delivered
   more effectively?

2. Do you recommend the use of this program?

   ____   Strongly recommend
   ___✓   Recommend
   ____   Recommend subject to improvements
   ____   Do not recommend

   Why? Please, identify strengths and weaknesses.

3. What improvements do you recommend to the
   substance, program or documentation of this
   package, if any?

Notes

[1] Letter received from Verlag für Deutsch, 15 September 1982.

AUTHOR I

OVERALL
EVALUATION

	Poor	Fair	Good	Excellent
CONTENT	NA			
SUPPORT MATERIAL				X
PRESENTATION				X
STIMULATION OF INTEREST				X
COMPUTER TECHNIQUES				X

LEVEL

Any level

SYSTEM
REQUIREMENTS

TRS-80 Model III
32K or 48K
One disk drive
Printer desirable

LIST PRICE

$149.95

SOURCE

(small Computer Co. for)
Tandy-Radio Shack
Educational Division
Tandy Center
Fort Worth, TX 76102

The Author I system is a lesson utility in

which instructors supply the content. The program

is a screen-oriented authoring system, designed to

enable any teacher, with or without programming

experience, to create and administer microcomputer-

based lessons in practically any subject. Two special

character sets allow the instructor to write lessons

in any language that uses the Western alphabet

(upper and lower case, and Greek, lower case only).
Student input, however, is limited to standard
ASCII keyboard characters, upper case only.

The system consists of four major modules:

1. The AUTHOR module is used to create
   lessons.
2. The TEACH module is used to present lessons.
3. The STUDENT module is used to set up and
   maintain score files.
4. The PRINT/VERIFY module is used to print
   a paper copy of the lesson.

The system can include text and graphics, questions
and substantive feedback messages. Lessons can
also include a glossary, hints keyed to specific
responses, and branching within the lesson or to
another lesson. The STUDENT module records student
scores and timings for later review. The product
includes a "walk-through" sample in the "Presentation"
component of the package (available separately, list
price $64.95). This introduces the instructor to
the basic lesson format. Author I can be used for
both tutorials and drills or for lessons combining
both.

We have begun experimenting with this authoring
system in a fourth-semester language class using two

standard texts, <u>German in Review</u> by Kimberly Sparks
and Van Horn Vail (New York: Harcourt, Brace & World,
1967) and <u>Blick und Einsicht</u> by Wolff A. von Schmidt
(New York: D. Van Nostrand Company, 1979).
Up to now the system has very successfully met the
various demands we placed on it. Two characteristic
strengths of the system should be mentioned here:
It is easily adapted to different texts and teaching
styles and it provides the instructor with almost
unlimited flexibility in designing feedback messages
to various anticipated student errors.

A sample application may help to illustrate the
program's potential on these two counts. Imagine
a bi-weekly test based on the kind of fill-in drills
found in intermediate texts like <u>German in Review</u>.
After the test has been given in the usual manner,
the teacher makes a replica of the test with the
authoring system, feeds all the students' actual
mistakes into this "lesson," types in instructional
responses appropriate to each of these mistakes,
and then sends the students to the computer to go
over their tests and receive the "individualized"
responses the teacher has devised for the mistakes

actually made and any other likely ones that an experienced teacher might anticipate. The students are thus required to go over the material once again and correct their mistakes with the help of the instantaneous tutoring provided by the computer program. This work is of course done on the student's time with guided help from the "tutor," and classtime is saved for other activities.

Author I is highly recommended for situations requiring integration of CAI with classwork. I am particularly enthusiastic about the potential of this system--and other comparable authoring systems that may become available for other microcomputers--because utilities of this kind enable language teachers to do immediately what they do best, without having to learn and apply complicated code. If the experience in our department to date is indicative, designing the many kinds of lessons that Author I allows the teacher to create can be a very stimulating, satisfying and effective part of a language course.

EVALUATION CRITERIA FOR REVIEW OF
FOREIGN LANGUAGE MICROCOMPUTER TEACHING PROGRAMS

RATING FORM for (Title of Program):_____

_____AUTHOR I_____

Rating:

Circle the item which best reflects your judgment:

0-	Insufficient Knowledge
NA-	Not Applicable
NAD-	Not Applicable but Desirable
1-	Poor
2-	Fair
3-	Good
4-	Excellent

CONTENT

0 (NA) NAD 1 2 3 4   1. Content is accurate.

0 (NA) NAD 1 2 3 4   2. Content is appropriate to (stated or implied) instructional intent.

0 (NA) NAD 1 2 3 4   3. Level is appropriate for intended user.

0 (NA) NAD 1 2 3 4   4. Content presents a well-rounded view of contemporary usage.

SUPPORT MATERIAL

0 NA NAD 1 2 3 (4)   1. Instructor's guide is clear, comprehensive and useful.

0 (NA) NAD 1 2 3 4   2. Student's guide is clear, comprehensive and useful.

PRESENTATION

O NA NAD 1 2 3 (4)   1. Purpose of program(s)
is clearly stated.

O NA NAD 1 2 3 (4)   2. Program(s) fulfill(s) the
stated purpose.

O (NA) NAD 1 2 3 4   3. Content organization and
presentation are
methodologically sound.

O NA NAD 1 2 3 (4)   4. Subject matter is relevant
to a variety of textbook(s).

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to a variety of textbooks(s).

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answers are clear, not
ambiguous.

O (NA) NAD 1 2 3 4   7. Instructional quality of
content: summary assessment.

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appropriate length.

O NA NAD 1 2 3 (4)   9. Instructor can easily
modify program.

O NA NAD 1 2 3 (4)   10. Program with flexible
content (e.g., authoring
program) is powerful,
flexible and suitable to
a wide range of applications.

STIMULATION OF STUDENT INTEREST

O NA NAD 1 2 3 (4)   1. Amount of information in
each screen frame is
appropriate.

O NA NAD 1 2 3 (4)   2. Presentation of program
is appealing.

O NA NAD 1 2 3 (4)   3. Student has mobility within
program.

O NA NAD 1 2 3 (4)   4. Program employs principles
of motivation.

O NA NAD 1 2 3 (4)   5. Program stimulates student
creativity.

COMPUTER TECHNIQUES

O NA NAD 1 2 3 (4)   1. Capability of computer is exploited.

O NA NAD 1 2 3 (4)   2. Use of computer is a suitable medium.

O NA NAD 1 2 3 (4)   3. Instructor can easily operate program.

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O NA NAD 1 2 3 (4)   14. Feedback differentiates substantive from mechanical mistakes (e.g., typos).

COMPUTER TECHNIQUES

0 NA NAD 1 2 3 ④	15. Feedback is adequately timed.
0 NA NAD 1 2 3 ④	16. Feedback frequency is appropriate.
0 NA NAD 1 2 3 ④	17. Presentation of format is appropriate.
0 ⑭ NAD 1 2 3 4	18. Appropriate use of color.
0 ⑭ NAD 1 2 3 4	19. Appropriate use if sound.
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0 NA NAD 1 2 3 ④	25. Program is technically reliable.

PLEASE COMMENT FREELY ABOUT YOUR ASSESSMENT OF THIS
MATERIAL:

1. Is it reasonable to use the computer to deliver
   this instruction?

               ✓ Yes _____ No _____ Not Sure

   How else could this instruction be delivered
   more effectively?

2. Do you recommend the use of this program?

               ✓ Strongly recommend
               ___ Recommend
               ___ Recommend subject to improvements
               ___ Do not recommend

   Why? Please, identify strengths and weaknesses.

3. What improvements do you recommend to the
   substance, program or documentation of this
   package, if any?

DASHER: A NATURAL LANGUAGE PROCESSOR

by James P. Pusack

OVERALL EVALUATION	Poor	Fair	Good	Excellent
CONTENT				X
SUPPORT MATERIAL	NA			
PRESENTATION				X
STIMULATION OF INTEREST				X
COMPUTER TECHNIQUES			X	

LEVEL

College

SYSTEM REQUIREMENTS

Apple II
48K
DOS 3.2 or 3.3
One disk drive

PRICE:

? Announced for late 1983 distribution

SOURCE

Conduit
P.O. Box 388
Iowa City, IA 52244
Tel. (319) 353-5789

Dasher is an editor for creating foreign language drills with a wide variety of instructor options. The instructor can devise exercises for elementary and intermediate language students, including transformation drills, scrambled sentences, sentence construction, fill-in items, vocabulary review and translation exercises. The need for a predictable right answer does preclude using Dasher

for conversational exercises, complex translations and stylistic drills.

For a preliminary review of this product, I received a complimentary demonstration disk that allowed me to examine the student presentation section with a pre-programmed sample content. This announces Dasher as a two-part system:

Part 1:	Part 2:
Aid for language teachers to create exercises for language drills.	System to present exercises to students.

The user can select to work with the following languages: English, German, French and Spanish. After one has chosen, say, German, and while the computer is loading the appropriate data, a friendly message appears in the foreign language:

„Einen Augenblick, bitte."

then proceeds:

Screen: German Exercise A.

Instruction:
        Change to the present perfect tense.
        1. Ich lese das Buch

Student types:
        Ich habe das Buch gelesen.

        Screen:
        Feedback:
                Sie wissen alles!

There are the following help commands available
if, for instance, students cannot answer the question:

/HELP/EXIT/SKIP/INDEX/BYE

Assuming this sample item causes trouble, the help
provided looks like this:

Screen: Help!
         Bitte sehr!

--- h--- --- ---- -el----.

The help consists of the number of blanks needed to
answer, with some blanks filled-in to aid recall.
Each screen furnishes the student with the help
option, the exit option to go to another section of
the index, the index option to re-read the listing
inside this particular drill and finally the "BYE"
option to get out of the program altogether.

The second part available for preview on the
demo-disk produces the following message:

Screen: German Exercise B.

Instruction:
        Rewrite the sentence, using the
        cued adjective to modify the noun.
        1. Meine Schwester wohnt hier. (jung)

Student types:
        Meine junge Schwester wohnt hier.

Everything after this point is identical to

demonstration exercise A.

Even this short preview disk reveals a list of commendable features in <u>Dasher</u>. It is an especially motivating device when, for instance, a student who has given an answer that is partially incorrect then sees the sentence appear on the screen with only the erroneous letters highlighted. For example:

Ein gro[ss]es Stück Kuchen kostet nicht viel. The student has the opportunity to correct this orthographic error before being told what the nature of the error is, in this particular case "ß" is the required correction.

As a whole, I find the keyboard operations very easy and responsive. Umlaut-vowels and "ß" are accessed from the keyboard by pressing the CTRL key, followed by the appropriate vowel or "S." Upper case versions are obtained by depressing the ESC key, then the desired vowel.

Conduit also advocates a policy of encouraging instructors to share the program they create with <u>Dasher</u>. From what I have seen, I would recommend this authoring program highly.

EVALUATION CRITERIA FOR REVIEW OF

FOREIGN LANGUAGE MICROCOMPUTER TEACHING PROGRAMS

RATING FORM for (Title of Program):_____

DASHER: A NATURAL LANGUAGE PROCESSOR

Rating:

Circle the item which best reflects your judgment:

0-	Insufficient Knowledge
NA-	Not Applicable
NAD-	Not Applicable but Desirable
1-	Poor
2-	Fair
3-	Good
4-	Excellent

CONTENT

0 NA NAD 1 2 3 ④   1. Content is accurate.

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(stated or implied)
instructional intent.

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intended user.

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contemporary usage.

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comprehensive and useful.

0 ⓃⒶ NAD 1 2 3 4   2. Student's guide is clear,
comprehensive and useful.

PRESENTATION

    0 NA NAD 1 2 3 ④   1. Purpose of program(s)
                                    is clearly stated.

    0 NA NAD 1 2 3 ④   2. Program(s) fulfill(s) the
                                    stated purpose.

    0 NA NAD 1 2 3 ④   3. Content organization and
                                    presentation are
                                    methodologically sound.

    0 NA NAD 1 2 3 ④   4. Subject matter is relevant
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                                    to a variety of textbooks(s).

    0 NA NAD 1 2 3 ④   6. Questions and expected
                                    answers are clear, not
                                    ambiguous.

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                                    content: summary assessment.

    0 ⓝⓐ NAD 1 2 3 4   8. Individual lessons are of
                                    appropriate length.

    0 ⓝⓐ NAD 1 2 3 4   9. Instructor can easily
                                    modify program.

    0 NA NAD 1 2 ③ 4   10. Program with flexible
                                    content (e.g., authoring
                                    program) is powerful,
                                    flexible and suitable to
                                    a wide range of applications.

STIMULATION OF STUDENT INTEREST

    0 NA NAD 1 2 3 ④   1. Amount of information in
                                    each screen frame is
                                    appropriate.

    0 NA NAD 1 2 3 ④   2. Presentation of program
                                    is appealing.

    0 NA NAD 1 2 ③ 4   3. Student has mobility within
                                    program.

    0 NA NAD 1 2 3 ④   4. Program employs principles
                                    of motivation.

    0 NA NAD 1 2 ③ 4   5. Program stimulates student
                                    creativity.

COMPUTER TECHNIQUES

0 NA NAD 1 2 ③ 4   1. Capability of computer is exploited.

0 NA NAD 1 2 3 ④   2. Use of computer is a suitable medium.

0 NA NAD 1 2 3 ④   3. Instructor can easily operate program.

0 ⓃA NAD 1 2 3 4   4. Instructor can easily operate program with record keeping feature.

⓪ NA NAD 1 2 3 4   5. Instructor can easily edit program without altering program code.

⓪ NA NAD 1 2 3 4   6. Instructor can easily edit program by altering program code.

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0 NA NAD 1 2 3 ④   15. Feedback is adequately timed.

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0 NA NAD 1 2 3 ④   20. Appropriate use of graphics.

0 ⓃⒶ NAD 1 2 3 4   21. Appropriate use of animation.

0 NA NAD 1 2 3 ④   22. Typable accent marks or alternatives are easy to manipulate.

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0 NA NAD 1 2 3 ④   24. Upper and lower case differentiation is easy to manipulate.

0 NA NAD 1 2 ③ 4   25. Program is technically reliable.

PLEASE COMMENT FREELY ABOUT YOUR ASSESSMENT OF THIS
MATERIAL:

1. Is it reasonable to use the computer to deliver
   this instruction?

                  ✓ Yes _____ No _____ Not Sure

   How else could this instruction be delivered
   more effectively?

2. Do you recommend the use of this program?

              _____ Strongly recommend
              ✓ Recommend
              _____ Recommend subject to improvements
              _____ Do not recommend

   Why? Please, identify strengths and weaknesses.

3. What improvements do you recommend to the
   substance, program or documentation of this
   package, if any?

THE DEFINITE ARTICLE

"ZES COURSEWARE"

OVERALL
EVALUATION

	Poor	Fair	Good	Excellent
CONTENT			X	
SUPPORT MATERIAL	X			
PRESENTATION			X	
STIMULATION OF INTEREST			X	
COMPUTER TECHNIQUES		X		

LEVEL

High School
College 101, 102

SYSTEM
REQUIREMENTS

Apple II
48K
One disk drive

PRICE

$29.95

SOURCE

Avant-Garde Creations
P.O. Box 30160
Eugene, OR 97403
Tel. (503) 345-3043

CONTENT

As I found out the hard way, this program is
a component developed by Avant-Garde and intended
for use with "ZES Courseware" an authoring system
known as "ZES Authoring System." "ZES Courseware"
consists of individual modules each covering a
specific topic. They were created utilizing the
"ZES Authoring System" but have been specially

processed so they do not require the "ZES" system
to run. <u>The Definite Article</u> module covers
classification, analysis and grammar of the various
German cases and their applications. This particular
module is made up of a collection of graded questions.
There are up to 30 "normal" questions covering a
particular topic. The purpose of a normal question
is to establish whether a student has an under-
standing of a concept associated with the topic
covered in the module. In addition, there is a
series of up to nine "revision" questions that
give information the students need to answer the
associated normal question. Revision questions
follow immediately if a normal question is missed.

The overall instructional quality was
difficult to assess since I was able to see the
program only once. Because of an extremely poorly
written manual, many hours of experimentation were
invested merely trying to enter the program. The
initial menu gives the following options:

> 1. Description of module
> 2. Student Interaction Program
> 3. Create/Amend Student Records
> 4. Obtain Student Reports

Option 1 gives a description of the module. Option 2
readies the system for student use. Option 3 lets
the instructor create and amend student records.
Option 4 informs the instructor of student perfor-
mance.

   The description of the module involves a single
frame stating in one sentence that the scope of
this lesson involves the definite article: classi-
fication, analysis and grammar. The student's
interaction with the program progresses in the
following manner:

        Screen 1:   TOPIC: THE DEFINITE ARTICLE
                    HI, THERE, LISA!

        Screen 2:   QUESTION 1:

                    CHOOSE THE CORRECT ANSWER TO
                    THE FOLLOWING STATEMENT:

                    THE DEFINITE ARTICLE VARIES
                    ACCORDING TO:

                    A.) CASE, GENDER, NUMBER
                    B.) CASE AND GENDER ONLY
                    C.) CASE AND NUMBER ONLY
                    D.) IS ALWAYS THE SAME

                    OPTIONS:

                    1. ENTER ANSWER
                    2. DATA PAGE: 1 (A definition page)

                    ENTER CHOICE: <   >

If the wrong choice is entered, a message, something

like this with a loud beep sound appears:

        Screen 3:
                        + + +   WRONG + + +

Following this wrong answer is the original

definition of the particular topic. For instance,

        Screen 4:
                        THE SUBJECT OF THE SENTENCE IS
                        IN THE NOMINATIVE CASE. THE
                        DIRECT OBJECT OF THE SENTENCE
                        IS IN THE ACCUSATIVE CASE.
                        THE INDIRECT OBJECT OF THE
                        SENTENCE IS IN THE DATIVE
                        CASE.

After this reminder, question #2 appears:

        Screen 5: QUESTION 2:

                        WHEN A NOUN IS THE SUBJECT OF
                        THE SENTENCE, IT IS IN THE
                        _____ CASE. COMPLETE THE
                        ABOVE SENTENCE.

                        OPTIONS:

                        1. ENTER ANSWER
                        2. DATA PAGE: 2 (Back to definition)

If the correct answer is provided, a varying message

without any sound appears:

        Screen:
                        + + +   FINE + + +
        or: + + +   FINE. KEEP IT UP + + +
        or: + + +   CORRECT. WELL DONE + + +

As the program progresses, the questions and
answers are carefully woven around a seemingly
simple topic. The carefully orchestrated manner
in which this is accomplished struck me as particu-
larly effective. It not only teaches the definite
articles, their forms and meanings, but gradually
engenders a feeling for related concepts. What
started out seeming to be no more than a simple
exercise on the definite article accomplishes
something much more important: a sense of the
importance and functions of the various cases and
thus for a crucial feature of German syntax. The
following examples may serve to illustrate this:

        Screen 6: <u>QUESTION 3</u>:
              WHAT IS THE SUBJECT AND THE
              INDIRECT OBJECT IN THE
              FOLLOWING SENTENCE:

              DAS KIND SIEHT DEN WAGEN HINTER
              DEM BAUM.

              A.) DEN WAGEN, DEM BAUM
              B.) DAS KIND, DEM BAUM
              C.) DAS KIND, DEN WAGEN
              D.) NONE OF THE ABOVE

Assuming the wrong answer:
      Program response:
              + + +   WRONG + + +

Screen 7:
        THE FOLLOWING TABLE SHOWS THE
        SINGULAR NOMINATIVE CASE FOR
        ALL GENDERS:

	MASC	FEM	NEUT
NOM	DER	DIE	DAS

Screen 8: <u>QUESTION 4</u>:

        WHICH OF THE FOLLOWING IS/ARE
        IN THE NOMINATIVE CASE:

        A.) DEN MANN
        B.) DEM HAUS
        C.) DER MANN
        D.) DER FRAU

Assuming the correct answer:
     Program response:
            + + + CORRECT + + +
            KEEP UP THE GOOD WORK

Screen 9:
        DER DIE DAS (Now we look back
                        at the basic table)

        <u>QUESTION 5</u>:

        WHAT IS THE DEFINITE ARTICLE FOR
        THE MASCULINE SINGULAR NOMINATIVE
        CASE?

Assuming the correct answer:
     Program response:
            + + + CORRECT + + +
            WELL DONE

Screen 10:

THE DEFINITE ARTICLE FOR THE
FEMININE SINGULAR NOMINATIVE
IS THE SAME AS THE FEMININE
SINGULAR ACCUSATIVE?

TRUE OR FALSE

Assuming the correct answer:
Program response:
+ + + GOOD + + +

Screen 11:

WE HAVE EXTENDED OUR TABLE TO
INCLUDE THE ACCUSATIVE CASE.
NOTICE THAT IT IS ONLY IN THE
MASCULINE THAT THE DEFINITE
ARTICLE CHANGES ITS FORM FOR
THESE TWO CASES. FOR FEMININE
AND NEUTER, THE FORM DOES NOT
CHANGE FROM NOMINATIVE TO
ACCUSATIVE.

	MASC	FEM	NEUT
NOM	DER	DIE	DAS
ACC	DEN	DIE	DAS

Screen 12: QUESTION 6:

WHICH OF THE FOLLOWING IS/ARE
IN THE ACCUSATIVE CASE?

A.) DEM HAUS
B.) DER FRAU
C.) DER HUND
D.) DEN WAGEN

OPTIONS:

1. ENTER ANSWER
2. DATA PAGE: 4
3. DATA PAGE: 5 (both back to
                  definitions)

Assuming the correct answer:
        Program response:
                + + + CORRECT + + +
                VERY GOOD

        Screen 13:   QUESTION 7:

                WHAT ARE THE CASES OF "KIND"
                AND "WAGEN" IN THE FOLLOWING
                SENT<u>A</u>NCE? (sic)

                DAS KIND SIEHT <u>DAS</u> (sic) WAGEN.

                A.) NOM - ACC
                B.) NOM - NOM
                C.) ACC - DAT
                D.) NOM - ACC

                <u>OPTIONS</u>:

                1. ENTER ANSWER
                2. HINT

I choose "HINT:"

        Program response:
                WHICH IS THE SUBJECT AND WHICH
                IS THE OBJECT?

Assuming the correct answer:
        Program response:
                + + + CORRECT + + +
                EXCELLENT

Screen 14:

                THE PREPOSITION "IN" TAKES THE
                DATIVE WITH VERBS INDICATING
                A STATE OF REST.

QUESTION 8:

IF THE FOLLOWING SENTENCE IS
TRANSLATED INTO GERMAN, WHAT
ARE THE DEFINITE ARTICLES OF THE
TWO NOUNS?

THE CHILD WAITS FOR THE WOMAN.

A.) DAS, DER
B.) DAS, DEN
C.) DER, DIE
D.) DAS, DIE

Assuming the correct answer:
    Program response:
            + + + CORRECT + + +
            A FINE EFFORT

This sample excerpt should suffice to suggest
the program's merit despite the two spelling errors
seen on screen 13. The interaction between program
and student is intense and effective in instilling
concepts that are among the more difficult to
learn for many students.

It seemed to me a natural step to proceed to
options 3 and 4 on the menu: 3 -- Create/Amend
Student Records, 4 -- Obtain Student Reports.
But this is precisely what I should not have done.
The manual does not warn the user of the danger
of such a step. If options 3 and/or 4 have been

attempted, then options 1 -- Description of module

and 2 -- Student Interaction Program will be

erased. This was a time-consuming and frustrating

problem--one caused in part by the fact that the

original disk could not be backed up, in part by

the inadequacies of the documentation and in part

by lack of clarity in menu about the uses (and

dangers) of choosing steps 3 and 4. After returning

the disk to the vendor, Avant-Garde, I received a

letter (some 4 weeks later) with the following

information:

> I studied your letter and the course-
> ware booklet and I think I have learned
> the cause of your problem with the
> Definite Article of the German Language.
> The "Call Tutor" prompts [options 3 and
> 4] are only for people using the "ZES
> Authoring System." If you typed the
> lines in step 2 at the top of page 5
> in the booklet,[booklet has no pagi-
> nation] you have deleted the Create/
> Amend Student Records and Obtain
> Student Reports portions of the
> program. If you have deleted these
> portions of the program, you can
> either get a replacement disk for
> $5.00 or purchase the "ZES Authoring
> System" for $250.00.[1]

As an extra note I would like to mention that

none of the program's options are copiable, and

the disk does not accept a write-protect sticker,

otherwise interaction with the program is not
possible. Perhaps this package should not be sold
with the potentially suicidal options 3 and 4--or
rewritten to guard against killing options 1 and 2.
But clearly the documentation needs to be revised
to provide information on this point.

SUMMARY

Altogether, I can see effective applications
of this program. The careful explanations and
help routines (returning to original definition
or getting further explanations), provide constructive
interaction and promote excellent results from
what is, after all, a modest little program.

EVALUATION CRITERIA FOR REVIEW OF

FOREIGN LANGUAGE MICROCOMPUTER TEACHING PROGRAMS

RATING FORM for (Title of Program): _____
    THE DEFINITE ARTICLE

Rating:

Circle the item which best reflects your judgment:

0-	Insufficient Knowledge
NA-	Not Applicable
NAD-	Not Applicable but Desirable
1-	Poor
2-	Fair
3-	Good
4-	Excellent

CONTENT

O NA NAD 1 ②3 4   1. Content is accurate.

O NA NAD 1 2 3④   2. Content is appropriate to (stated or implied) instructional intent.

O NA NAD 1 2 3④   3. Level is appropriate for intended user.

O NA NAD 1 2 3④   4. Content presents a well-rounded view of contemporary usage.

SUPPORT MATERIAL

O NA NAD① 2 3 4   1. Instructor's guide is clear, comprehensive and useful.

O NA ⦅NAD⦆1 2 3 4   2. Student's guide is clear, comprehensive and useful.

PRESENTATION

    O NA NAD ① 2 3 4   1. Purpose of program(s)
                                    is clearly stated.

    O NA NAD ① 2 3 4   2. Program(s) fulfill(s) the
                                    stated purpose.

    O NA NAD 1 2 3 ④   3. Content organization and
                                    presentation are
                                    methodologically sound.

    O NA NAD 1 2 3 ④   4. Subject matter is relevant
                                    to a variety of textbook(s).

    O NA NAD 1 2 3 ④   5. Subject matter is adaptable
                                    to a variety of textbooks(s).

    O NA NAD 1 2 3 ④   6. Questions and expected
                                    answers are clear, not
                                    ambiguous.

    O NA NAD 1 2 3 ④   7. Instructional quality of
                                    content: summary assessment.

    O NA NAD 1 2 3 ④   8. Individual lessons are of
                                    appropriate length.

    O NA NAD ① 2 3 4   9. Instructor can easily
                                    modify program.

    ⓪ NA NAD 1 2 3 4   10. Program with flexible
                                    content (e.g., authoring
                                    program) is powerful,
                                    flexible and suitable to
                                    a wide range of applications.

STIMULATION OF STUDENT INTEREST

    O NA NAD 1 2 3 ④   1. Amount of information in
                                    each screen frame is
                                    appropriate.

    O NA NAD 1 2 ③ 4   2. Presentation of program
                                    is appealing.

    O NA NAD 1 2 ③ 4   3. Student has mobility within
                                    program.

    O NA NAD 1 2 ③ 4   4. Program employs principles
                                    of motivation.

    O NA NAD 1 2 ③ 4   5. Program stimulates student
                                    creativity.

COMPUTER TECHNIQUES

O NA NAD 1 2 ③ 4   1. Capability of computer is exploited.

O NA NAD 1 2 3 ④   2. Use of computer is a suitable medium.

O NA NAD ① 2 3 4   3. Instructor can easily operate program.

O NA NAD ① 2 3 4   4. Instructor can easily operate program with record keeping feature.

O NA NAD ① 2 3 4   5. Instructor can easily edit program without altering program code.

Ⓞ NA NAD 1 2 3 4   6. Instructor can easily edit program by altering program code.

O NA NAD ① 2 3 4   7. Student can easily operate program.

O NA NAD ① 2 3 4   8. Student can easily exit program without losing work done.

O NA NAD 1 2 3 ④   9. Student can easily go to on-screen help from any part and back to the same point of instruction.

O NA NAD 1 2 3 ④   10. Student can easily bypass on-screen instruction if desired.

O NA ⓃⒶⒹ 1 2 3 4   11. Student can easily save lessons or parts of.lessons on printout.

O ⓃⒶ NAD 1 2 3 4   12. Student can easily save lessons or parts of lessons on disk.

O NA NAD 1 2 ③ 4   13. Feedback provides error analysis and correction/ explanation.

O NA NAD ① 2 3 4   14. Feedback differentiates substantive from mechanical mistakes (e.g., typos).

COMPUTER TECHNIQUES

O NA NAD 1 2 3 ④   15. Feedback is adequately timed.

O NA NAD 1 2 3 ④   16. Feedback frequency is appropriate.

O NA NAD 1 2 3 ④   17. Presentation of format is appropriate.

O (NA) NAD 1 2 3 4   18. Appropriate use of color.

O NA NAD 1 2 ③ 4   19. Appropriate use if sound.

O NA NAD 1 2 ③ 4   20. Appropriate use of graphics.

O NA (NAD) 1 2 3 4   21. Appropriate use of animation.

O (NA) NAD 1 2 3 4   22. Typable accent marks or alternatives are easy to manipulate.

O NA NAD ① 2 3 4   23. Typable accent marks or alternatives are appropriate.

O (NA) NAD 1 2 3 4   24. Upper and lower case differentiation is easy to manipulate.

O NA NAD ① 2 3 4   25. Program is technically reliable.

PLEASE COMMENT FREELY ABOUT YOUR ASSESSMENT OF THIS
MATERIAL:

1. Is it reasonable to use the computer to deliver
   this instruction?

              __✓_ Yes ____ No ____ Not Sure

   How else could this instruction be delivered
   more effectively?

2. Do you recommend the use of this program?

              ____ Strongly recommend
              ____ Recommend
              _✓_ Recommend subject to improvements
              ____ Do not recommend

   Why? Please, identify strengths and weaknesses.

3. What improvements do you recommend to the
   substance, program or documentation of this
   package, if any?

Notes

¹ Letter received from Avant-Garde,
21 March 1983.

FLASHCARD SYSTEM 1, 2

OVERALL
EVALUATION

	Poor	Fair	Good	Excellent
CONTENT	NA			
SUPPORT MATERIAL		X		
PRESENTATION			X	
STIMULATION OF INTEREST			X	
COMPUTER TECHNIQUES				

LEVEL

Any level

SYSTEM REQUIREMENTS

TRS-80 Models I, III
32K
One disk drive

PRICE

$50.00

SOURCE

NTS Software
211 S. Orange Ave.
Rialto, CA 92376
Tel. (714) 875-2968

Copyright 1979 by
Nancy T. Sandler

The Flashcard System is an authoring tool
that allows the teacher to set up questions,
vocabulary lists and the like in any subject. The
system is designed to handle files of questions
and answers up to the machine's memory limits.
The default total is fifty items; this can easily
be modified to more or less by altering the
variable in one value in one line of the BASIC code.

The two modules that make up the disk-based version
I tested are:

    A. The "FLASHCD1/DSK": a data building
       program which the teacher uses to create
       files of questions and answers.

    B. The "FLASHCD2/DSK": a drill program
       which reads the data file, presents
       each question to the student and
       evaluates the answers.

The program currently tells students they have a
"good" score if 80% of the answers are correct
and "excellent" if the score is 90%. These values
too are easily modified.

    This program is excellent for true-false
exercises and single-word answer drills. The
drills can be tailored to any text, to any level
and to most conceivable purposes for which normal
flashcards would be appropriate. The program's
support materials are adequate (some of the
instructions are included as REM statements with
code), but setting up a drill takes a bit of
experimentation at first. Within the parameters
described, the program is very flexible. The
instructor can make a drill as long or as short,

as challenging or easy as desired. I have a couple
minor reservations about this product. First, it is
a bit expensive, both for what it does for the
amount of code involved (slightly under 200 lines
of BASIC in all). Second, the original disk
was defective and had to be returned to NTS
Software for replacement. (Note: Nancy Sandler, who
authored <u>Flashcard</u>, told us that an enhanced version
would be available in late 1983.)

EVALUATION CRITERIA FOR REVIEW OF

FOREIGN LANGUAGE MICROCOMPUTER TEACHING PROGRAMS

RATING FORM for (Title of Program):_____
        FLASHCARD SYSTEM 1, 2

Rating:

Circle the item which best reflects your judgment:

        0-   Insufficient Knowledge
        NA-   Not Applicable
        NAD-   Not Applicable but Desirable
        1-   Poor
        2-   Fair
        3-   Good
        4-   Excellent

CONTENT

    0 (NA) NAD 1 2 3 4   1. Content is accurate.

    0 (NA) NAD 1 2 3 4   2. Content is appropriate to
                               (stated or implied)
                               instructional intent.

    0 (NA) NAD 1 2 3 4   3. Level is appropriate for
                               intended user.

    0 (NA) NAD 1 2 3 4   4. Content presents a well-
                               rounded view of
                               contemporary usage.

SUPPORT MATERIAL

    0 NA NAD 1 (2) 3 4   1. Instructor's guide is clear,
                               comprehensive and useful.

    0 NA (NAD) 1 2 3 4   2. Student's guide is clear,
                               comprehensive and useful.

PRESENTATION

    0 NA NAD 1 2 ③ 4   1. Purpose of program(s)
is clearly stated.

    0 NA NAD 1 2 ③ 4   2. Program(s) fulfill(s) the
stated purpose.

    0 (NA) NAD 1 2 3 4   3. Content organization and
presentation are
methodologically sound.

    0 (NA) NAD 1 2 3 4   4. Subject matter is relevant
to a variety of textbook(s).

    0 NA NAD 1 2 3 ④   5. Subject matter is adaptable
to a variety of textbooks(s).

    0 (NA) NAD 1 2 3 4   6. Questions and expected
answers are clear, not
ambiguous.

    0 (NA) NAD 1 2 3 4   7. Instructional quality of
content: summary assessment.

    0 (NA) NAD 1 2 3 4   8. Individual lessons are of
appropriate length.

    0 NA NAD 1 2 ③ 4   9. Instructor can easily
modify program.

    0 NA NAD 1 2 ③ 4   10. Program with flexible
content (e.g., authoring
program) is powerful,
flexible and suitable to
a wide range of applications.

STIMULATION OF STUDENT INTEREST

    0 NA NAD 1 2 3 ④   1. Amount of information in
each screen frame is
appropriate.

    0 NA NAD 1 2 ③ 4   2. Presentation of program
is appealing.

    0 NA NAD 1 2 ③ 4   3. Student has mobility within
program.

    0 NA NAD 1 2 ③ 4   4. Program employs principles
of motivation.

    0 NA NAD 1 2 ③ 4   5. Program stimulates student
creativity.

COMPUTER TECHNIQUES

0 NA NAD 1 ②3 4   1. Capability of computer is exploited.

0 NA NAD 1 2 3 ④   2. Use of computer is a suitable medium.

0 NA NAD 1 ②3 4   3. Instructor can easily operate program.

0 NA NAD 1 ②3 4   4. Instructor can easily operate program with record keeping feature.

0 NA NAD 1 2 ③4   5. Instructor can easily edit program without altering program code.

⓪ NA NAD 1 2 3 4   6. Instructor can easily edit program by altering program code.

0 NA NAD 1 2 3 ④   7. Student can easily operate program.

0 NA NAD ①2 3 4   8. Student can easily exit program without losing work done.

0 NA NAD ①2 3 4   9. Student can easily go to on-screen help from any part and back to the same point of instruction.

0 NA NAD ①2 3 4   10. Student can easily bypass on-screen instruction if desired.

0 NA ⟨NAD⟩ 1 2 3 4   11. Student can easily save lessons or parts of.lessons on printout.

0 ⟨NA⟩NAD 1 2 3 4   12. Student can easily save lessons or parts of lessons on disk.

0 NA NAD 1 ②3 4   13. Feedback provides error analysis and correction/explanation.

0 NA NAD ①2 3 4   14. Feedback differentiates substantive from mechanical mistakes (e.g., typos).

COMPUTER TECHNIQUES

O NA NAD 1 2 3 ④   15. Feedback is adequately timed.

O NA NAD 1 2 ③ 4   16. Feedback frequency is appropriate.

O NA NAD 1 2 ③ 4   17. Presentation of format is appropriate.

O ⓝⒶ NAD 1 2 3 4   18. Appropriate use of color.

O ⓝⒶ NAD 1 2 3 4   19. Appropriate use if sound.

O NA ⓃⒶⒹ 1 2 3 4   20. Appropriate use of graphics.

O NA ⓃⒶⒹ 1 2 3 4   21. Appropriate use of animation.

O NA NAD 1 2 3 ④   22. Typable accent marks or alternatives are easy to manipulate.

O NA NAD 1 ② 3 4   23. Typable accent marks or alternatives are appropriate.

O ⓝⒶ NAD 1 2 3 4   24. Upper and lower case differentiation is easy to manipulate.

O NA NAD ① 2 3 4   25. Program is technically reliable.

PLEASE COMMENT FREELY ABOUT YOUR ASSESSMENT OF THIS
MATERIAL:

1. Is it reasonable to use the computer to deliver
   this instruction?

               √ Yes _____ No _____ Not Sure

   How else could this instruction be delivered
   more effectively?

2. Do you recommend the use of this program?

               _____ Strongly recommend
               _____ Recommend
               √ Recommend subject to improvements
               _____ Do not recommend

   Why? Please, identify strengths and weaknesses.

3. What improvements do you recommend to the
   substance, program or documentation of this
   package, if any?

GERMAN PACKAGE I, II, III

OVERALL
EVALUATION

	Poor	Fair	Good	Excellent
CONTENT		X		
SUPPORT MATERIAL	NA			
PRESENTATION		X		
STIMULATION OF INTEREST		X		
COMPUTER TECHNIQUES		X		

LEVEL

College

SYSTEM
REQUIREMENTS

TRS-80 Models I, III
32K
One disk drive

PRICE

$24.95 Each (All three
$74.85)

SOURCE

Micro-Learningware
Box 2134
N. Mankato, MN 5600
Tel. (507) 625-2205

CONTENT

The three sets of programs, each on a separate
disk, are menu driven. The user simply selects
the desired options. Here is what is available
among the 17 programs:

GERMAN PACKAGE I: Sein and Haben; Nouns; Adjectives;
                      Comparative and Superlative of
                      Adjectives; Basic Verbs; Strong
                      Verbs.

GERMAN PACKAGE II: Adverbs and Conjunctions; Personal
                      Pronouns; Possessive Pronouns;
                      Reflexive Pronouns; Relative
                      Pronouns; Separable Prefix with
                      Strong Verb Parts.

GERMAN PACKAGE III: Modal Verbs; Separable Prefix/
                      Dative Object/and Reflexive Verbs;
                      Prepositions; Subordinating and
                      Coordinating Conjunctions; Strong
                      and Weak Adjective Endings.

SUPPORT MATERIAL

No manual or word list is available for this
self-contained program. Operating instructions
are built-in.

STIMULATION OF STUDENT INTEREST

1. Presentation:

I observed a student who responded very
positively to the format and interaction provided in
the modal auxiliary drill. It looked like this:

Screen:	THE FELLOW IS TO WHISTLE
Question:	ARTICLE AND NOUN?
Student types:	DER KERL O.K. (computer response)
Question:	MODAL?
Student types:	MU@ O.K. (@=ß)
Question:	INFINITIVE?
Student types:	PFEIFEN
Question:	THE FELLOW IS TO WHISTLE
Student types:	DER KERL MU@ PFEIFEN
Question:	COMPARE —— TO EXPRESS A FUTURE POSSIBILITY
Student types:	VIELLEICHT WIRD ER NICHT PFEIFEN

I too find the gradual immersion into the modal
verb drill effective and challenging.

2. <u>Mobility</u>:

After the students are well into the program,
they are told with a very brief (two second) message
that they may return to the menu by hitting the
* (asterisk) key at any prompt. Information of this
kind needs to stay on the screen long enough to be
comprehended, the duration perhaps best left to the
user's discretion. In fact, the entire program
needs clearer descriptions on how to operate each
entry, how to exit and how to achieve <u>umlauts</u> and ß.
Only after repeated usage and largely through

experimentation are those obstacles overcome.
Until then, the frustration level tends to be
high stemming from a feeling of helplessness.

The format of the exercises is by design
repetitious, hence, uninteresting. This shortcoming
is compounded by the fact that students cannot
choose to skip a lesson they feel they do not need;
they must run through the entire file in the
specified order. For instance, the data statements
containing the strong verbs are alphabetized, and if
students wish to practice these verbs beginning with
the letter "S," all the previous ones, "A-R" have
to be completed before they reach their desired
exercise (an alternate choice is random order).
In other words, it is impossible for the student
to choose to do only certain exercises within a
particular section. This lack of mobility tends to
be de-motivating to some students. I can imagine,
if students wish to practice, for instance, certain
verbs they are having trouble with, they may wish
to focus only on them and choose on hand of the
beginning letter of these verbs in hopes to find
them. Another reason for quick location of desired

verbs may be in the case that students' drill work
on a certain day brought them, say, up to the letter
"S." They could not continue from that point at a
later time. They must do all drills again from the
beginning. If an alphabetized ordering has been
established, mobility to commence work at any
alphabetical point may be helpful to some students.
In randomized arrangements, of course, this aspect
is not that pressing.

Additionally discouraging to some students
are the restrictions on movement within a program.
The programs are relatively small but large enough
to make mobility desirable. Students cannot
exit the program without losing their work done
especially when wishing to return to previous
vocabulary items. Students can only get out but
not back.

PRESENTATION

Content Quality:

A modest attempt has been made to deal with limitations involving clarity of word choice which I will discuss in some detail later. For instance, when the word SEE is to be translated and the version preferred turns out to be DER SEE, "the lake," the item immediately following is the other SEE, DIE SEE, "the sea." In this way the student's attention is called to both words which, though identically spelled, are distinguishable by gender. Unfortunately this mild attempt is limited to homographs and thus is inadequate to the larger challenges posed by synonymy and related ambiguities.

Reservations:

This drill and practice program useful for reviewing German grammar in general, is hampered by several limitations. A great deal of inflexibility is encountered with the choice of vocabulary items. This inflexibility is the weakest part of the package and restricts the usefulness of the programs. The programs' rigidity led a reviewer to this assessment:

> I seriously doubt that this program was
> devised by a German teacher. It appears
> that a programmer or programmers were
> given lists of German nouns, pronouns,
> verbs, etc., and they developed very
> dry, lifeless grammar drills . . . .
> This program is no more than a series
> of glossaries to which the student must
> guess the gloss on the first try. If
> this is not done, then the program
> automatically and swiftly gives the
> correct answer. [1]

First of all, limitations dealing with obsolete

irregular verbs (e.g., zeihen) as were encountered

in Bartorillo's <u>Language Teacher Series</u> weaken the

quality of the content. Masculine nouns are

required when prompted to render, for instance,

answers for <u>the</u> American (<u>DER</u> AMERIKANER) or <u>the</u>

German (<u>DER</u> DEUTSCHE). Other noun limitations are

encountered when translating German to English words

like BANK where the preferred answer is "THE BENCH"

and not "THE BANK," LEITER preferred answer <u>DER</u>:

"THE LEADER" but not <u>DIE</u>: "THE LADDER," and so forth.

The problem is especially acute with adjectives and

verbs. An adjective such as SLIGHT is only accepted

with GERING and not KAUM, QUIET only with LEISE and

not RUHIG, HONEST only with BRAV and not EHRLICH.

For a verb such as TO REPLY the program accepts

ERWIDERN, but not BEANTWORTEN; for TO MEET only

BEGEGNEN and not TREFFEN. This list could be extended greatly, but these few items should suffice to illustrate the limiting nature of the vocabulary choices, limitations that are unsettling to learners who have learned synonymous expressions for the items in question and find themselves locked into a system that accepts only exact answer matches. Because of this fundamental shortcoming, this program reduces the computer to little more than an electronic flashcard turner.

COMPUTER TECHNIQUES

1. Ease of Operation:

Loading is a four-step operation if done "manually" but can easily be converted to "Automatic Start-Up." (See Bartorillo's Language Teacher Series).

2. Feedback:

The lack of appropriate feedback constitutes a genuine drawback. Since an exact answer match is required at all times, reinforcement for correct answers is inconsistent. For certain drills the feedback is displayed without explanation and briefly. The

student typically has no control over how long
the correct answer message remains on the screen.
These average about two seconds. For some drills,
however, such as the Comparative Adjective, the
program does wait long enough for the student to
study and comprehend the correction. As a matter
of fact, in this particular drill, the corrected
version appears together with the error and stays
on the screen until the student elects to proceed.

There seems to be inconsistency not only on
the timing of feedback but also on the option to
redo one's mistakes. Not all drills provide a
re-drill on the items missed, but some do furnish
this commendable feature. The Irregular Verb
and Adjective drills, for instance, provide this
option and, furthermore, a varied menu both of
which promote a great deal of interaction with
German grammar:

MENU #1

IRREGULAR VERBS

1. INFINITIVE ONLY--ENGLISH TO GERMAN
2. INFINITIVE ONLY--GERMAN TO ENGLISH
3. PRINCIPAL PARTS OF VERBS
4. REDO ALL VERBS
5. REDO ONLY THOSE MISSED
6. RESHUFFLE ORDER OF VERBS
7. END THE PROGRAM

MENU #2   (Appears after initial drill is
          completed)

ADJECTIVE ENDINGS

1. REDO ONLY THOSE MISSED
2. REDO ALL
3. EXCHANGE LANGUAGE FORMAT. REDO ONLY
   THOSE MISSED.
4. EXCHANGE LANGUAGE FORMAT. REDO ALL.
5. RE-SHUFFLE WORDS
6. END THE PROGRAM

The feedback to students is at times imbedded in the subsequent exercises. For instance, I observed a student who did not know the word for "THE GROUP" (DIE GRUPPE). Within eight minutes the same word appeared six more times. It was with great joy that the student typed in DIE GRUPPE each time. The student was visibly happy to show that something was learned and was given another, implied opportunity, to demonstrate the knowledge.

Feedback in the noun declension drill, however, appears to be more a reference glossary rather than an exercise drill. Here students have complete control over which nouns they wish to have declined. After entering their choices, the entire noun declension pattern appears on the screen. I would prefer that students decline the nouns themselves because this kind of tutorial provides almost no

opportunity for student interaction and thus fails
to take advantage of the particular strengths of
the computer.

The format of the regular noun drill should
distinguish drill item letter size from feedback
letter size. Both entries are printed in double
size letters. A more effective method would be
to use different letter size for the correction
than for the error. I prefer the double size letters
for the corrections so as to draw attention to it
and away from the mistake. (See The Linguist
which partly employs letter differentiation.)

3. Accent Marks:

I find the design of the accent mark substi-
tution not especially satisfying. The keyboard
substitution for the so called "scharfes S" (ß)
is the "@" sign. Words containing an umlauted
vowel must be preceded by one or more asterisks.
These arbitrary substitutions not only penalize the
user for using acceptable substitutions (e.g.,
"SS"), they also produce forms that do not in
the least resemble German words. Here is an

illustration of these distracting alternatives:

DER FU@, DIE *GRO@E, DAS **FRUHSTUCK

Additionally confusing are words which do not clearly indicate where the Umlaut exactly goes. Students have enough difficulties placing them when they have only one choice (BRÜCKE, GRÖßE); but when they have several choices, the decision may not be easy:

*TÜRSCHLO@	(TURSCHLÖ@ or TÜRSCHLO@)
*UBERHOLUNG	(ÜBERHOLUNG or UBERHOLÜNG)
*PRUFUNG	(PRUFÜNG or PRÜFUNG)
*WORTERBUCH	(WÖRTERBUCH or WORTERBÜCH)

These alternatives should be avoided because it seems to me they are transforming the "old umlaut bug" into a dinosaur. I would have preferred conventional stand-by substitutions such as "SS" instead of "@" and adding the letter "E" to umlauted vowels ("AE,OE,UE").

SUMMARY

Instead of my customary "Likes" and "Dislikes" summary columns I will conclude with specific statements and recommendations regarding parts of this program which has been available for independent student use in our department for over one year. During the summer of 1982 I monitored the responses and interaction of a group of students using the Basic Verb Drill. Here is a summary of what I concluded from this small project:

1. Program of 228 verbs is entirely too long.
2. Instructions to students poor--too many option instructions too soon--no explanations--not enough loops to justify using a computer over just another book.
3. Word choice and synonym selection too narrow.
4. Error listings which were really no errors demoralized the students because they felt they were wrong and stupid. The more often this occured, the more agitated the learners became and were soon ready to abort interaction altogether.
5. The corrected versions are not left on the screen long enough and students could not see their mistakes; therefore, they could not really learn not to make these errors again.

Here are my recommendations for this one particular drill:

1. Group words in short, 10-item clusters, allowing exiting, checking, re-entry, re-checking, and so forth.
2. Make clear and concise statements with enough time for students to understand what they are to do.
3. Choose fewer, more used vocabulary items, ranging from a variety but grouped areas of life, e.g., school, television, politics, literature, children, parents, friends, food, feelings, death and love.
4. Provide a context which eliminates greatly the wide range of semantic meanings.
5. Have a clear instruction poster nearby, explaining the operation, re-entry steps if students accidentally press a wrong or a "break" key, all mechanical operations which might occur when students are alone with their diskette and the lab attendant on a break.

The students were asked to evaluate the program. Here are some of their responses on this drill:

1. General introductory directions can be improved to be more precise and explanatory, e.g., use of "options" not clear before you see them.
2. Correct answers can be accompanied by stating learner's response was a spelling mistake or

a content error, e.g., grammatical in this
module.

3. More time on screen should be alotted when
correct answer is provided.

4. At some points the input was not enough for
a correct response, especially in English $\longrightarrow$
German drills, e.g., "TO SPOIL" (a child or
food), "TO MISS" (a person or the bus).

5. In the German $\longrightarrow$ English program, synonyms
should also be built into the system, e.g.,
"ENDEN" (to end or to finish). There are
many more such examples.

6. In some German $\longrightarrow$ English exercises the
correct responses were too divergent in
meaning, e.g., "ERFAHREN" was said to mean
"TO EXPERIENCE, TO FIND." "To experience"
to me does not mean "to find" and vice versa;
therefore, both of these items cannot stand for
"ERFAHREN." I found this confusing if two
answers are given side-by-side yet both terms
do not translate the vocabulary in question--
only one does.

7. There should be a "Help" command to remind user
of the commands for returning to practice
questions answered incorrectly.

8. At some points during German $\longrightarrow$ English and
English $\longrightarrow$ German drills, the translations
were not the same. This is confusing to a
learner, especially in this type of module
where everything is tried to be kept in short-

term memory. If item #1 from German $\longrightarrow$ English involved the word KERL $\longrightarrow$ GUY, I would expect the same translation to work two minutes later from English $\longrightarrow$ German. There the term GUY was not accepted as KERL, but as MANN.

9. Some correct responses should include explanations, especially about synonyms.

10. The correct answers should be embedded in a sentence to help facilitate understanding and recall.

11. There was a need to go back and practice the items missed before finishing the whole program, but this is not built into the system. More repetition is necessary.

12. Learners' attention may be directed to generic translation forms which apply to many items such as: "SICH . . .," "BE ABLE TO . . .," "SICH SETZEN," "SIT DOWN."

13. In the English $\longrightarrow$ German drill if an answer is missed, maybe an explanation should be provided if it was a "close" miss. For example, "TO INTRODUCE, MEET"--is it "VORSTELLEN, TREFFEN or KENNENLERNEN?"

14. Most of my mistakes were on German verbs which have prepositions, whereas their English counterparts do not but this may be idiosyncratic or learner-dependent.

15. I don't know if my frustration stemmed more from the program or from my lack of knowledge.

16. I wanted to look back sometimes to see a preceding item--especially when they were similar.[2]

In short, although there are things I like about <u>some</u> of the seventeen programs included in the three packages, and individual programs may prove helpful to some students in certain areas of grammar and vocabulary, the overall usefulness of these packages is limited. A revised version that addressed the criticisms raised here could, on the other hand, prove suitable for applications requiring this kind of fixed-content CAI, especially for independent work on particular problems.

EVALUATION CRITERIA FOR REVIEW OF

FOREIGN LANGUAGE MICROCOMPUTER TEACHING PROGRAMS

RATING FORM for (Title of Program): _____
      GERMAN PACKAGES I, II, III

Rating:

Circle the item which best reflects your judgment:

        0-   Insufficient Knowledge
        NA-   Not Applicable
        NAD-   Not Applicable but Desirable
        1-   Poor
        2-   Fair
        3-   Good
        4-   Excellent

CONTENT

   0 NA NAD 1 (2) 3 4   1. Content is accurate.

   0 NA NAD 1 2 3 (4)   2. Content is appropriate to
                        (stated or implied)
                        instructional intent.

   0 NA NAD 1 2 (3) 4   3. Level is appropriate for
                        intended user.

   0 NA NAD 1 (2) 3 4   4. Content presents a well-
                        rounded view of
                        contemporary usage.

SUPPORT MATERIAL

   0 NA (NAD) 1 2 3 4   1. Instructor's guide is clear,
                        comprehensive and useful.

   0 NA (NAD) 1 2 3 4   2. Student's guide is clear,
                        comprehensive and useful.

PRESENTATION

    O NA (NAD) 1 2 3 4   1. Purpose of program(s) is clearly stated.

    O NA (NAD) 1 2 3 4   2. Program(s) fulfill(s) the stated purpose.

    O NA NAD 1 (2) 3 4   3. Content organization and presentation are methodologically sound.

    O NA NAD 1 2 (3) 4   4. Subject matter is relevant to a variety of textbook(s).

    O NA NAD 1 2 (3) 4   5. Subject matter is adaptable to a variety of textbooks(s).

    O NA NAD (1) 2 3 4   6. Questions and expected answers are clear, not ambiguous.

    O NA NAD 1 (2) 3 4   7. Instructional quality of content: summary assessment.

    O NA NAD (1) 2 3 4   8. Individual lessons are of appropriate length.

    O (NA) NAD 1 2 3 4   9. Instructor can easily modify program.

    O (NA) NAD 1 2 3 4   10. Program with flexible content (e.g., authoring program) is powerful, flexible and suitable to a wide range of applications.

STIMULATION OF STUDENT INTEREST

    O NA NAD 1 2 3 (4)   1. Amount of information in each screen frame is appropriate.

    O NA NAD 1 (2) 3 4   2. Presentation of program is appealing.

    O NA NAD (1) 2 3 4   3. Student has mobility within program.

    O NA NAD 1 (2) 3 4   4. Program employs principles of motivation.

    O NA NAD 1 (2) 3 4   5. Program stimulates student creativity.

COMPUTER TECHNIQUES

0 NA NAD 1 ②3 4	15.	Feedback is adequately timed.
0 NA NAD 1 2 ③4	16.	Feedback frequency is appropriate.
0 NA NAD 1 ②3 4	17.	Presentation of format is appropriate.
0 ⨀NA NAD 1 2 3 4	18.	Appropriate use of color.
0 ⨀NA NAD 1 2 3 4	19.	Appropriate use if sound.
0 NA ⨀NAD 1 2 3 4	20.	Appropriate use of graphics.
0 NA ⨀NAD 1 2 3 4	21.	Appropriate use of animation.
0 NA NAD 1 2 ③4	22.	Typable accent marks or alternatives are easy to manipulate.
0 NA NAD ①2 3 4	23.	Typable accent marks or alternatives are appropriate.
0 NA ⨀NAD 1 2 3 4	24.	Upper and lower case differentiation is easy to manipulate.
0 NA NAD 1 ②3 4	25.	Program is technically reliable.

COMPUTER TECHNIQUES

O NA NAD ①2 3 4   1. Capability of computer is exploited.

O NA NAD 1 2 3 ④   2. Use of computer is a suitable medium.

O NA NAD 1 2 ③ 4   3. Instructor can easily operate program.

O ⓃA NAD 1 2 3 4   4. Instructor can easily operate program with record keeping feature.

O ⓃA NAD 1 2 3 4   5. Instructor can easily edit program without altering program code.

O NA NAD 1 2 ③ 4   6. Instructor can easily edit program by altering program code.

O NA NAD 1 ②3 4   7. Student can easily operate program.

O NA NAD ①2 3 4   8. Student can easily exit program without losing work done.

O NA NAD ①2 3 4   9. Student can easily go to on-screen help from any part and back to the same point of instruction.

O NA NAD ①2 3 4   10. Student can easily bypass on-screen instruction if desired.

O NA ⓃAD 1 2 3 4   11. Student can easily save lessons or parts of lessons on printout.

O NA ⓃAD 1 2 3 4   12. Student can easily save lessons or parts of lessons on disk.

O NA NAD ①2 3 4   13. Feedback provides error analysis and correction/explanation.

O NA NAD ①2 3 4   14. Feedback differentiates substantive from mechanical mistakes (e.g., typos).

PLEASE COMMENT FREELY ABOUT YOUR ASSESSMENT OF THIS
MATERIAL:

1. Is it reasonable to use the computer to deliver
   this instruction?

   __✓__ Yes   ____ No   ____ Not Sure

   How else could this instruction be delivered
   more effectively?

2. Do you recommend the use of this program?

   ____ Strongly recommend
   ____ Recommend
   __✓__ Recommend subject to improvements
   ____ Do not recommend

   Why? Please, identify strengths and weaknesses.

3. What improvements do you recommend to the
   substance, program or documentation of this
   package, if any?

Notes

[1] Gerald R. Culley and George W. Mulford, Foreign Language Teaching Programs for Microcomputers: A Volume of Reviews (Dover, Delaware: University of Delaware, 1983), pp. 40-41.

[2] This evaluation project was conducted in Professor Edward Schneider's course "Computers in Education" during July 1982. Those involved in the experiment were intermediate German students.

GERMAN VOCABULARY BUILDER

PLATO Educational Software

OVERALL
EVALUATION

	Poor	Fair	Good	Excellent
CONTENT				X
SUPPORT MATERIAL				X
PRESENTATION				X
STIMULATION OF INTEREST				X
COMPUTER TECHNIQUES			X	

LEVEL

High School
College (Possibly)

SYSTEM
REQUIREMENTS

➡ Apple II Plus (DOS 3.3)
48K
One disk drive

PRICE
$45.00 for first
            purchase
$35.00 for second

Atari 800, 48K (DOS 2)
Price same

Texas Instruments
99/4A, 32K
Plato Interpreter
Cartridge

SOURCE
Control Data Co., Inc.
P.O. Box 261127
San Diego, CA 92126

CONTENT

This vocabulary program is designed to develop
vocabulary proficiency and is intended to be used
as a supplemental activity to any introductory or
refresher course in German. The vocabulary building
activity is designed for learners to become familiar

with 500 commonly used German words, including verbs, number words, words commonly used in traveling, shopping, in restaurants or in the home. The exercise provides vocabulary drill and practice in ten categories. These structural presentations of groups of related words provide students with context and similarity clues to help them increase their vocabulary in a fairly systematic manner. The drills are presented in two game-like formats, both of which can be completed in five minutes or less. There is a fill-in-the blank version of hangperson and a multiple-choice pyramid game. These drills can be presented in one of three translation modes: English to German, German to English, or a combination of the two. One drill plays the familiar hangperson game where the student must guess the letters in a word selected by the computer and fill in the blanks. Parts of the gallows are drawn on the screen if the student's answers are incorrect. After too many errors, the attempt is aborted and the learner is "hanging" on the gallows. The definition for the drill is given in one language and the student must find its

equivalent in the opposite language. The other

drill is a pyramid game in which the student must

correctly answer twelve multiple-choice definition

questions to complete a pyramid. When using this

vocabulary builder, the student chooses the type

of drill, the category and the translation mode

by selecting from three menus which appear in the

following order: (Sample vocabulary items are added

in the "Index" menu below to suggest the grouping

technique the program is based on.)

```
------------------------------------------------------------
    Q        a. English-German
    U        b. German -English
    I        c. Combination
    Z
         _____

    1. Basic Words      (SIE, VIELLEICHT, SCHON, WEIL)
    2. Personal         (DER KÖRPER, DER MANTEL, DER ZAHN)
I   3. Number Words     (ERSTE, EINS, ZWANZIG, DER JANUAR)
N   4. Traveling        (DIE ADRESSE, DAS GEBÄCK, DAS MUSEUM)
    5. Useful Verbs     (SEIN, LEBEN, STERBEN, ANSEHEN)
D   6. What to Eat      (DER APFEL, DER WEIN, DAS FLEISCH)
E   7. Around Home      (DER STUHL, DAS KIND, DIE KÜCHE)
    8. Shopping         (KAUFEN, VERKAUFEN, DAS GELD)
X   9. School Days      (DER LEHRER, DIE VORLESUNG)
    10.Miscellaneous    (DER HUND, DIE NADEL, GELB, LEER)
```

What's your pleasure?

1. Pyramid Game   (multiple choice)

2. Hangperson   (fill-in-the-blanks)

The game rules are simply stated, extremely clear and easy to follow.

SUPPORT MATERIAL

The PLATO" Vocabulary Builder provides by far the best documentation for fixed content programs of the twelve packages under review. The documentation is clear, concise and informative both on the technical aspects of running the program and on matters of substance. Among its substantive features are:

1. A clearly stated introduction about the nature of the program emphasizing that the content is educationally sound, intended to increase the student's German vocabulary in an "environment of fun, excitement and challenge." (Program Manual, p.9)

2. The lesson flow describing the available features, options and the scoring and record-keeping methods.

3. Teaching and learning strategies pointing out that this computer-based activity is primarily an individual or small group exercise, useful for individual drill, practice session, assessment or motivational purposes.

4. Sample worksheets and supplemental activities
   intended for use by secondary level students,
   come with a written permission for instructors
   to copy and distribute them for instructional
   purposes.

The support literature has, moreover, very precise
and clearly stated equipment configurations and
loading instructions for the computers able to run
this program: Apple II Plus, Atari 800 and TI99/4A.
An informative drawing illustrates how a disk and
its diskdrive operate together.

PRESENTATION

The presentation of the content shows that
the author(s) gave serious thought to underlying
principles of learning. When a game, for instance,
has been chosen, the student has the option of
beginning the lesson immediately or reviewing the
rules and/or the vocabulary list for the selected
category. The program randomly selects words for
each exercise from the vocabulary list. The only
limitation on this is that, once an exercise has
begun, the student may not go back and examine
the vocabulary list again.

Hangperson is played by guessing all of the letters in the word to be translated. The game begins by displaying the following format:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

PICK A LETTER

I am thinking of a German word meaning _____ (The blank represents the word the program has selected for translation.)

The student guesses letters and enters them on the screen. When a letter is guessed correctly, it disappears from the alphabet at the top of the screen, accompanied by a friendly beep and the letter appears instead in its proper place(s) inside the requested word. An incorrect guess is announced by a deep beep and segments of the gallows are drawn on the screen. The student is allowed five incorrect guesses. On the sixth one, a stick person appears hanging from the gallows and the student "loses." The correct answer is then displayed before the program proceeds to the next word. Once a letter has been guessed and removed itself from the alphabet at the top of the screen, it cannot be selected again; the computer will not accept it.

The pyramid game consists of a series of twelve multiple-choice translation questions. A word is given in one language and four possible translations are listed, one of which must be identified as correct. The object of this exercise is to correctly answer all the questions and "win" the largest possible amount of money. The monetary value of each succeeding question is doubled. The first question is worth $2.00, the second, if answered correctly, $4.00, then $8.00, and so forth. Each answer builds a block of the pyramid. If, however, an incorrect answer is given, all of the accumulated blocks disappear and the value of the next question drops back to $2.00. The computer automatically keeps track of the student's total earnings in each exercise. For this, personal records may be kept for younger learners wishing to belong to, say, the "Millionaires Club" in a particular category, e.g., "Traveling." Sample record sheets for such classroom activities are found in the student materials section of the manual.

STIMULATION OF STUDENT INTEREST

Using a game-like format is certainly appealing to younger learners, especially since the exercises make considerable use of graphics to provide visual stimulation. In the pyramid game additional interest is added by the "double your money" method described above, which both rewards correct answers and discourages mistakes.

COMPUTER TECHNIQUES

1. Feedback to Students:

During the pyramid game the computer tells the student whether the answer is right or wrong and then supplies the translations for **all** other multiple-choice items not asked in the drill. Let's say the word to be translated into German is

Thursday

and the available choices are:

1. Faden   3. Spiel
2. Wolf   4. Donnerstag

After the student selects 4. Donnerstag for his answer, the screen displays the other responses also:

1. Faden   3. Spiel
   thread   game
2. Wolf   4. Donnerstag
   wolf   thursday

These answers are displayed until the student chooses to proceed by hitting ENTER. This method of providing German/English equivalents for the alternative choices is especially useful when the student selected an answer by guessing. Consequently, each multiple-choice question results in the student's learning more than one correct answer. Multiple choice becomes multiple learn.

Each question also provides a help option. If the student requests help by pressing CTRL-Q, one of the three "incorrect" answers will be translated, leaving only three from which the student must choose the correct one. The help option can be used only once for each question and if it is used, the student receives only half of the money for that question.

2. Color; Sound; Graphics:

The use of color, sound and graphics are the three most striking features of this program because the colorful screen displays and the optional and varying sounds for correct and incorrect repsonses are motivationally used. When the pyramid, for instance, is filled-in with different color stripes

for each correct answer, a different sound growing
in volume announces the progression of the game.
Crescending sound pitches are also used when different
parts of the gallows are drawn. Furthermore, the
bright blues, pinks and greens are friendly and good
for reading the screen print. As mentioned else-
where, the increasing sound announcing game progress
may be disturbing to other students in the same
room or may even intimidate the users since their
skills are so advertised. They may wish to lose
privately. With this program students can turn the
sound off altogether any time they wish.

Reservations:

During the Hangperson game the letters had to
be typed several times, pressed extra hard and
jiggled. The contact between the letters and screen
seemed poor. At times, pressing the letters hesi-
tantly and slowly helped somewhat. Since I only had
this problem with one other Apple program (Krell's
Micro-Deutsch), I assume this to be a software
problem.

3. <u>Accent Marks:</u>

For the pyramid game there was no need for students to key in German words since the answers were to be found among a multiple-choice of letters: A., B., C., D. The entire alphabet used in playing Hangperson appears in upper case only and in order to achieve accented letters, the alphabet is expanded to include the following letters:

```
For ß  type 1
For Ä  type 2
For Ö  type 3
For Ü  type 4
```

If an accented vowel is needed, the student simply presses the corresponding number key.

Summary:

The program makes effective use of some of the unique capabilities of the computer. In my two-column summary I will highlight advantages and disadvantages I experienced with the program:

LIKES	DISLIKES
1. Visual and audio impact motivates student.	1. In addition to the game modes which have their limitations, I wished for a third, straight forward drill format so that a larger audience could be addressed.
2. Quality of content and presentation.	
3. Sound optional.	
4. Good support literature which aids in preparation of program for classroom use and integration into course.	
	2. The gimmickry of the games though fine as motivation for some students, may also needlessly distract older or more serious students from the material to be learned.
5. Consistency between program and documentation.	
6. Game-like presentation suitable for younger audience but perhaps also for college students in playful moments.	
	3. Letter and screen contact during Hangperson game weak which slowed down the game.
7. Fair policy to supply back-up disk for $15.00 (original $ 45.00).	4. Obvious misprint in manual and on screen: "ankle = der Enkel."

EVALUATION CRITERIA FOR REVIEW OF

FOREIGN LANGUAGE MICROCOMPUTER TEACHING PROGRAMS

RATING FORM for (Title of Program): _____ PLATO _____
German Vocabulary Builder

Rating:

Circle the item which best reflects your judgment:

0-	Insufficient Knowledge
NA-	Not Applicable
NAD-	Not Applicable but Desirable
1-	Poor
2-	Fair
3-	Good
4-	Excellent

CONTENT

O NA NAD 1 2 ③ 4   1. Content is accurate.

O NA NAD 1 2 3 ④   2. Content is appropriate to (stated or implied) instructional intent.

O NA NAD 1 2 3 ④   3. Level is appropriate for intended user.

O NA NAD 1 2 3 ④   4. Content presents a well-rounded view of contemporary usage.

SUPPORT MATERIAL

O NA NAD 1 2 3 ④   1. Instructor's guide is clear, comprehensive and useful.

O NA NAD 1 2 3 ④   2. Student's guide is clear, comprehensive and useful.

PRESENTATION

O NA NAD 1 2 3 ④   1. Purpose of program(s)
is clearly stated.

O NA NAD 1 2 3 ④   2. Program(s) fulfill(s) the
stated purpose.

O NA NAD 1 2 3 ④   3. Content organization and
presentation are
methodologically sound.

O NA NAD 1 2 ③ 4   4. Subject matter is relevant
to a variety of textbook(s).

O NA NAD 1 2 ③ 4   5. Subject matter is adaptable
to a variety of textbooks(s).

O NA NAD 1 2 3 ④   6. Questions and expected
answers are clear, not
ambiguous.

O NA NAD 1 2 3 ④   7. Instructional quality of
content: summary assessment.

O NA NAD 1 2 3 ④   8. Individual lessons are of
appropriate length.

O ⓃⒶ NAD 1 2 3 4   9. Instructor can easily
modify program.

O ⓃⒶ NAD 1 2 3 4   10. Program with flexible
content (e.g., authoring
program) is powerful,
flexible and suitable to
a wide range of applications.

STIMULATION OF STUDENT INTEREST

O NA NAD 1 2 3 ④   1. Amount of information in
each screen frame is
appropriate.

O NA NAD 1 2 3 ④   2. Presentation of program
is appealing.

O NA NAD 1 2 ③ 4   3. Student has mobility within
program.

O NA NAD 1 2 3 ④   4. Program employs principles
of motivation.

O NA NAD 1 2 3 ④   5. Program stimulates student
creativity.

COMPUTER TECHNIQUES

O NA NAD 1 2 ③ 4   1. Capability of computer is exploited.

O NA NAD 1 2 3 ④   2. Use of computer is a suitable medium.

O NA NAD 1 2 3 ④   3. Instructor can easily operate program.

O ⊗NA⊗ NAD 1 2 3 4   4. Instructor can easily operate program with record keeping feature.

O ⊗NA⊗ NAD 1 2 3 4   5. Instructor can easily edit program without altering program code.

⊙O NA NAD 1 2 3 4   6. Instructor can easily edit program by altering program code.

O NA NAD 1 2 3 ④   7. Student can easily operate program.

O NA NAD 1 2 ③ 4   8. Student can easily exit program without losing work done.

O NA NAD 1 2 3 ④   9. Student can easily go to on-screen help from any part and back to the same point of instruction.

O NA NAD 1 2 3 ④   10. Student can easily bypass on-screen instruction if desired.

O NA ⊗NAD⊗ 1 2 3 4   11. Student can easily save lessons or parts of lessons on printout.

O ⊗NA⊗NAD 1 2 3 4   12. Student can easily save lessons or parts of lessons on disk.

O NA NAD 1 ② 3 4   13. Feedback provides error analysis and correction/explanation.

O NA NAD ① 2 3 4   14. Feedback differentiates substantive from mechanical mistakes (e.g., typos).

COMPUTER TECHNIQUES

O NA NAD 1 2 3 ④   15. Feedback is adequately timed.

O NA NAD 1 2 3 ④   16. Feedback frequency is appropriate.

O NA NAD 1 2 3 ④   17. Presentation of format is appropriate.

O NA NAD 1 2 3 ④   18. Appropriate use of color.

O NA NAD 1 2 3 ④   19. Appropriate use if sound.

O NA NAD 1 2 3 ④   20. Appropriate use of graphics.

O NA (NAD) 1 2 3 4   21. Appropriate use of animation.

O NA NAD 1 2 3 ④   22. Typable accent marks or alternatives are easy to manipulate.

O NA NAD 1 2 3 ④   23. Typable accent marks or alternatives are appropriate.

O NA (NAD) 1 2 3 4   24. Upper and lower case differentiation is easy to manipulate.

O NA NAD 1 2 ③ 4   25. Program is technically reliable.

PLEASE COMMENT FREELY ABOUT YOUR ASSESSMENT OF THIS
MATERIAL:

1. Is it reasonable to use the computer to deliver
   this instruction?

   ✓ Yes ____ No ____ Not Sure

   How else could this instruction be delivered
   more effectively?

2. Do you recommend the use of this program?

   ____ Strongly recommend
   ✓ Recommend
   ____ Recommend subject to improvements
   ____ Do not recommend

   Why? Please, identify strengths and weaknesses.

3. What improvements do you recommend to the
   substance, program or documentation of this
   package, if any?

THE LINGUIST

OVERALL
EVALUATION

LEVEL

High School
College

SYSTEM
REQUIREMENTS

Apple II, Apple II
Plus
48K
One disk drive

PRICE

$40.00

SOURCE

Synergistic Software
830 N. Riverside Dr.,
Suite 201
Renton, WASH 98055
Tel. (206) 226-3216

	Poor	Fair	Good	Excellent
CONTENT	NA			
SUPPORT MATERIAL		X		
PRESENTATION			X	
STIMULATION OF INTEREST			X	
COMPUTER TECHNIQUES				

CONTENT

This general purpose foreign language transla-
tion and tutorial program allows the computer to
print Hebrew, Russian, Japanese, Greek, German
and the Romance languages. The program is an editing
tool for storing instructor-supplied information
in three formats. Apart from a demonstration
database, the disk is free of content. The

instructor supplies the content and has the choice
of entering up to 4,400 word pairs, 2,600 definitions
and 2,200 phrase equivalents per 16 sector formatted
disk.

The user is first asked which of the three
formats are desired: the Definer, the Translator
or the Phrasebook. The Definer is similar to a
lexicon because it requests a word of up to 15
characters in one language to be defined with a
definition of up to 40 characters in another or
the same language. This is very useful for drills
intended to review concepts or practice short
idioms. The second format, the Translator, stores
vocabulary items of up to 15 characters each in
any one or two languages, and its use most resembles
that of a dictionary. The third format, the
Phrasebook, provides the largest amount of space:
up to forty characters per item in each language.
The program works with any pairing of languages,
or with one language only. For instance, the Definer
can prompt the student with English vocabulary
(maximum 15 characters per item) that has been
defined in German (maximum 40 characters). The

language format may be reversed at any time during
the drill. One may also keep both vocabulary and
definitions in the same language, which is of course
excellent for somewhat more advanced students.
For the three programs the maximum word totals are:

The <u>Translator</u>	-	329 word pairs
The <u>Definer</u>	-	187 words and definitions
The <u>Phrasebook</u>	-	123 phrase pairs

The number of separate files is limited only
by disk space. New files are automatically numbered,
and the master program can continue working with
any of them it can access. Altering files already
created is simple, but deleting them requires DOS
procedures. After files have been created, students
can either use them for practice and review or for
an intensive test.

<u>SUPPORT MATERIAL</u>

The manual's ambiguities make it moderately
useful even if studied carefully by the instructor
<u>prior</u> to using the program. The user must figure
out a great deal by trial-and-error. I would have
preferred a manual more clearly written and better
organized. Students, on the other hand, should find

on-screen instructions sufficient.

STIMULATION OF STUDENT INTEREST

The screen display is clear and pleasing.
Unlike some other packages, this one has no cluttered
picture and is striking in its simplicity. The
messages are brief and to the point. A student who
is operating in the Definer mode, for instance, may
find the visual distinction between German characters
($\frac{1}{2}$") and English characters ($\frac{1}{4}$") especially
appealing and effective. I would like to see more
use made of this visual differentiation because
I believe learning takes place on a subliminal level
also, and imprinting the foreign language in large
letters is one way.

COMPUTER TECHNIQUES

Another motivational factor is the program's
ability to keep track of the number of correct
and incorrect responses. When students answer
correctly, the word "RIGHT" appears on the screen
and moves from left to right, accompanied by a
beeping sound. When they make an error, they hear
a deeper beep and see the correct answer immediately
with the word "WRONG" on the screen. After a drill

is completed, results are informatively displayed
in a manner I found to be motivating:

```
3 Questions  (+5 each) = 15
0 Wrong      (-5 each) = -0
0 Hints      (-1 each) = -0
                        ─────
                        15 or 100%
```

Students have the option to be tested on all
the words in the files and to choose to have items
displayed randomly or in fixed alphabetical order.
There are no hints if the student types in an
incorrect answer, but help can be saught if
difficulties arise. The first hint provides the
initial letter of the word or phrase concerned.
A second hint, if requested, lists the number of
syllables of the vocabulary item in question;
this is accomplished by a series of dotted lines.

Reservations:

If students do not know an answer, they may
find it difficult to exit the program. I found
no hints to that effect in the manual. Only
by accidentally pressing the "RETURN" key twice,
could I exit. In spite of the fact that this
program is appealing to the eye in its pleasing
use of a variety of bright colors, I am less

taken with the use of the beeping sound. The two (different) beeps for right and wrong answers respectively are rather loud and readily distinguishable. I wonder how motivating the lower beep will be to students who have their errors announced to all within earshot. They may, in fact, become self-conscious and begin to hesitate using the program.

The timing of corrections was also a problem for me. Corrections are made but do not stay on the screen long enough. I would prefer if students themselves dismiss screen display of corrected mistakes.

There are two elaborate graphics pages in "demo" section of the program disk. They are explicit, take a long time to plot and, as best I can judge, add little to the instructional value of the program.

The typable diacritical marks will print on top of the character that was typed before the accent symbol was typed. The symbol assigned to the ampersand (&) key produced the dieresis for the umlaut-vowels. When this key is depressed,

the program backs up to the last character typed
and prints the dieresis above that character.
Sometimes, however, when pressing this key, there
was no response for no apparent reason. A student
would be confused under such circumstances. Moreover,
I found the "ß" neither in the manual nor on the
keyboard. Conversations with others who have used
the Linguist prompt me to include the caveat that
manipulation of diacritical marks has apparently
proven to be a problem in general, not just in
German.

SUMMARY

I find this program a powerful and flexible
tool for creating and editing vocabulary drills.
Unfortunately, the program has only very limited
abilities to branch to provide individualized
feedback. The program is well suited to applications
in which the learning can be confined to flashcard-
type exercises. Of course, by its very nature
the Linguist is easily adapted to any textbook thay
includes--or can be supplemented with--drills of this
type. Once more, I reiterate my "Likes" and
"Dislikes:"

LIKES	DISLIKES
1. Great potential for supplying customized content.	1. Feedback message not substantive enough.
2. On-screen instructions good.	2. Support literature not always clear.
3. Simple, uncluttered screen display.	3. Beeping sounds for "right" and "wrong" answers too loud.
4. Brief, effective screen messages.	4. No exit during drill.
5. Distinction by letter size (German $\frac{1}{2}$", English $\frac{1}{4}$") in the <u>Definer</u> mode.	5. Corrected answers disappeared too quickly.
6. Record-keeping feature useful.	6. Program demonstration graphics too slow; once started, cannot be dismissed.
7. Choice of randomized or alphabetized drill routines.	7. Operation of typable diacritical marks not reliable technically.
8. Hints available.	8. Never found "ß" or explanations regarding substitution.
9. Typable diacritical marks easy to operate and visually clear.	

EVALUATION CRITERIA FOR REVIEW OF

FOREIGN LANGUAGE MICROCOMPUTER TEACHING PROGRAMS

RATING FORM for (Title of Program):_____

THE LINGUIST

Rating:

Circle the item which best reflects your judgment:

0-	Insufficient Knowledge
NA-	Not Applicable
NAD-	Not Applicable but Desirable
1-	Poor
2-	Fair
3-	Good
4-	Excellent

CONTENT

0 (NA) NAD 1 2 3 4   1. Content is accurate.

0 (NA) NAD 1 2 3 4   2. Content is appropriate to (stated or implied) instructional intent.

0 (NA) NAD 1 2 3 4   3. Level is appropriate for intended user.

0 (NA) NAD 1 2 3 4   4. Content presents a well-rounded view of contemporary usage.

SUPPORT MATERIAL

0 NA NAD 1 (2) 3 4   1. Instructor's guide is clear, comprehensive and useful.

0 (NA) NAD 1 2 3 4   2. Student's guide is clear, comprehensive and useful.

PRESENTATION

O NA NAD 1 ②3 4   1. Purpose of program(s)
is clearly stated.

O NA NAD 1 ②3 4   2. Program(s) fulfill(s) the
stated purpose.

O NA NAD 1 2 ③4   3. Content organization and
presentation are
methodologically sound.

O ⑭ NAD 1 2 3 4   4. Subject matter is relevant
to a variety of textbook(s).

O NA NAD 1 2 3 ④   5. Subject matter is adaptable
to a variety of textbooks(s).

O ⑭ NAD 1 2 3 4   6. Questions and expected
answers are clear, not
ambiguous.

O ⑭ NAD 1 2 3 4   7. Instructional quality of
content: summary assessment.

O NA NAD 1 2 3 ④   8. Individual lessons are of
appropriate length.

O NA NAD 1 2 ③4   9. Instructor can easily
modify program.

O NA NAD 1 2 ③4   10. Program with flexible
content (e.g., authoring
program) is powerful,
flexible and suitable to
a wide range of applications.

STIMULATION OF STUDENT INTEREST

O NA NAD 1 2 3 ④   1. Amount of information in
each screen frame is
appropriate.

O NA NAD 1 2 3 ④   2. Presentation of program
is appealing.

O NA NAD 1 ②3 4   3. Student has mobility within
program.

O NA NAD 1 2 ③4   4. Program employs principles
of motivation.

O NA NAD 1 2 ③4   5. Program stimulates student
creativity.

COMPUTER TECHNIQUES

   0 NA NAD 1 2 ③ 4   1. Capability of computer is exploited.

   0 NA NAD 1 2 3 ④   2. Use of computer is a suitable medium.

   0 NA NAD 1 ② 3 4   3. Instructor can easily operate program.

   0 NA NAD 1 2 ③ 4   4. Instructor can easily operate program with record keeping feature.

   0 NA NAD 1 2 ③ 4   5. Instructor can easily edit program without altering program code.

   ⓪ NA NAD 1 2 3 4   6. Instructor can easily edit program by altering program code.

   0 NA NAD 1 2 ③ 4   7. Student can easily operate program.

   0 NA NAD ① 2 3 4   8. Student can easily exit program without losing work done.

   0 NA NAD 1 ② 3 4   9. Student can easily go to on-screen help from any part and back to the same point of instruction.

   0 NA NAD ① 2 3 4   10. Student can easily bypass on-screen instruction if desired.

   0 NA ⓝⒶⒹ 1 2 3 4   11. Student can easily save lessons or parts of lessons on printout.

   0 NA ⓝⒶⒹ 1 2 3 4   12. Student can easily save lessons or parts of lessons on disk.

   0 NA NAD ① 2 3 4   13. Feedback provides error analysis and correction/explanation.

   0 NA NAD ① 2 3 4   14. Feedback differentiates substantive from mechanical mistakes (e.g., typos).

COMPUTER TECHNIQUES

0 NA NAD ①2 3 4	15. Feedback is adequately timed.
0 NA NAD 1 2 ③4	16. Feedback frequency is appropriate.
0 NA NAD 1 2 ③4	17. Presentation of format is appropriate.
0 NA NAD 1 2 3 ④	18. Appropriate use of color.
0 NA NAD ①2 3 4	19. Appropriate use if sound.
0 NA NAD 1 2 3 ④	20. Appropriate use of graphics.
0 NA �ⒷNAD 1 2 3 4	21. Appropriate use of animation.
0 NA NAD 1 2 3 ④	22. Typable accent marks or alternatives are easy to manipulate.
0 NA NAD 1 2 3 ④	23. Typable accent marks or alternatives are appropriate.
0 NA NAD 1 2 3 ④	24. Upper and lower case differentiation is easy to manipulate.
0 NA NAD 1 ②3 4	25. Program is technically reliable.

PLEASE COMMENT FREELY ABOUT YOUR ASSESSMENT OF THIS
MATERIAL:

1. Is it reasonable to use the computer to deliver
   this instruction?

   __✓__ Yes _____ No _____ Not Sure

   How else could this instruction be delivered
   more effectively?

2. Do you recommend the use of this program?

   _____ Strongly recommend
   __✓__ Recommend
   _____ Recommend subject to improvements
   _____ Do not recommend

   Why? Please, identify strengths and weaknesses.

3. What improvements do you recommend to the
   substance, program or documentation of this
   package, if any?

MICRO-DEUTSCH
by John Russell and JoAnn Comito

OVERALL
EVALUATION

	Poor	Fair	Good	Excellent
CONTENT				X
SUPPORT MATERIAL	X			
PRESENTATION		X		
STIMULATION OF INTEREST	X			
COMPUTER TECHNIQUES		X		

LEVEL

College

SYSTEM
REQUIREMENTS

Apple II Plus (DOS 3.3)
48K
One disk drive

PRICE

$179.95

PET, 16K
Cassette/Disk

SOURCE

Krell Software Corp.
1320 Stony Brook Road
Stony Brook, NY 11790
Tel. (516) 751-5139

CONTENT

This program includes 24 menu driven grammar

units, covering all materials of an introductory

German course. Five modules of similar format make

up each unit. The entire program uses a drill

format. Four test units accompanying the lessons

include substitution and transformation drills, item

ordering, translations and verb drills. The

The drill vocabulary is based on frequency lists
(producer does not say which), and the program was,
it is claimed, extensively tested at SUNY, Stony
Brook, New York. The content itself is free of
errors, brief and to the point and arranged in order
of increasing difficulty. Each of the 24 grammar
units takes approximately one hour of student time.

SUPPORT MATERIAL

Included with the program diskette is an
instructor manual. This documentation is by far
the lengthiest among the packages I reviewed. It
consists primarily of the printed grammatical
rules that appear on the screen.

Reservations:

Other than that, the documentation provides
very little useful information, and there are some
problems with the information presented. The first
is inconsistency in nomenclature. From reading the
manual p. 1, one expects to find "Module 1 of Unit 1"
on the screen; the screen itself reads "Lesson 1,
Module 1." Although a relatively minor problem,
inconsistency is confusing because, when asked what
lesson one wishes to use, the user does not know

exactly what is meant, the unit or the module.
Furthermore, I wondered why important run-time
information that appeared in the manual for instructor
use does not also appear on the screen for the student.
Below is one example of this discrepancy that
illustrates the potential difficulty for the
student who has no documentation beyond the screen
and is thus dependent on thorough instructions there:

Instructions on screen:

```
        German has a second subjunctive, Konjunktiv 1,
        which puts distance between a reporter and
        that which is reported.  It is formed in
S       the present by adding the endings
C       e, est, e, en, et, en to the infinitive
R       stem, the only exceptions being ich sei
E       und er sei.
E       Er sagte, "Ich komme."
N       Er sagte, daß er komme.
        He said that he was coming.
1       Note that the German preserves the tense
        of the original quote.
            Er sagte, "Ich komme." -- Er sagte,
            daß er komme.

S       In the drill, rewrite the given indicative
C       sentence into indirect quotes with
R       Konjunktiv 1.
E
E           1. Sie sagte zu ihm, "Ich komme mit."
N
2           Indirect:

            1._____(Student types answer)_____
```

The "corresponding" text in the manual:

(Note: I have underlined important deletions
 which I would have liked seen duplicated on
 the screen.)

> German also has a Konjunktiv 1 formed from
> the infinitive stem with the same endings used
> for K II. The one exception is "sein" which
> has only "sei" for the 1st and 3rd singular.
>
> The chief use for this form is indirect
> quotation where its use puts distance
> between the speaker and the indirect
> quote.
>
> Note that German preserves the tense
> of the original statement:
> > Er sagte, "Ich komme". - Er sagte,
> > daß er komme.
>
> Note also that with the indirect quote, the
> person spoken to follows "zu" while the
> indirect quote simply uses an indirect
> object:
> > Sie sagte zu mir, "Ich liebe dich". -
> > Sie sagte zu mir, daß sie mich liebe.
>
> In the drill, rewrite the sentences to form
> indirect quotes. Remember to upshift for
> commas.

The student without the instructor's manual would

probably also enjoy the reminder about "zu" and

the punctuation for commas.

The organization of the program's contents
on the three disks is not readily apparent. The
first hindrance is that the relevant information
is rather obscurely tucked away at the bottom
of page iii. Busy teachers would like to know upon
a quick glance at the manual's impressively long
table of contents in what segments the disks contain
the entire program. The second hindrance is that
a user who has no access to page iii of the
documentation does not know what can be expected
in each unit and where to find the test modules for
each unit. When the first diskette is inserted,
the student simply must choose a lesson number
without seeing what the lesson contains. It is a good
idea to make a table of contents available on the
screen.

PRESENTATION

Content:

This program involves a complete grammar review
and is best suited for use in conjunction with a
course of study or as a grammar review.

Reservations:

The grammatical instructions are presented

slowly, one letter at a time. Unfortunately, after reading the first set of instructions, I did not immediately know how to do the drill. For instance, when I first entered the disk, I chose Unit 1, Module 1, the verb "to be." The instructions appeared slowly, l e t t e r by letter and read as follows:

> T h e German verb "sein" 'to be' is, like its English equivalent, quite irregular. Learn its present tense forms along with the pronouns:
>
> | I am | ich bin | we are | wir sind |
> |------|---------|--------|----------|
> | you are | du bist | you are | ihr seid |
> | he is | er ist | they are | sie sind |
> | she is | sie ist | you are | Sie sind |
> | it is | es ist | | |
>
> The 'formal' you, Sie, is both singular and plural; du and ihr are 'familiar' and used with family, intimate friends, God, pets and pre-pubescents.
>
> Note that although some nouns such as Mädchen 'girl' are grammatically neuter, German usually uses the 'neutral' gender sie in referring to a girl.
>
> In the drill, rewrite the sentences by substituting the new subject.

Based on these instructions I was unable to execute the drill successfully. Following the above instructions, the screen displayed these drills:

Screen: Cue 1: Das Beispiel ist neu.

Screen: Cue 2: SIE _____ _____

I found the cue inadequate as an indicator
that the plural verb "sind" was expected.
As a matter of fact, I became rather
confused since the only hints I hade were
the pronoun "SIE" and three short lines.

Screen: Student types for the first time:

SIE IST NEU.

Screen: Cue 3:

___ ___ ___.

This cue meant I should try again.

Screen: Student types for the second time:

ES IST NEU.

Screen: Cue 4:

___ ___ ___.

This cue meant I should try again. Since I
did not know what to do anymore, I tried my
first answer again.

Screen: Student types for the third time:

SIE IST NEU.

Screen: Cue 5:

SIE SIND NEU.

The last screen displayed the correct answer
and made me feel a bit inadequate because I

did not guess what the program wanted me
to do.

The number of lines and the screen cue "SIE" did
not help to determine the correct answer. Since
the third and fourth cue presented only three blanks,
students may assume they must type either the same
answer again or something new because they feel they
were incorrect somehow. As it turned out later,
students must type any answer three times whether it
is correct or incorrect. That the expected answer
should have been in the plural with only the "SIE"
cue may not be confusing to users who are fairly
familiar with the language but to most struggling
college students, this direction may not be readily
apparent. Clearly, instructions not only asking
for the re-writing of the sentences with the new
subject but also pointing out the changes involved
coupled with a sample drill, may help the user to
know that the answer had to be typed three times
regardless of it being right or wrong. I even wonder
if it is a good idea to reinforce a wrong answer by
typing it three times since accurate or inaccurate
input does not influence the three-time repetition.

As a matter of fact, after a user finds out how to
execute the drills, typing each sentence three times
may prove tiresome and perhaps even demotivate the
student.

Occasionally, the presentation of the content
was impaired by chopping up words or separating
punctuation marks both of which may seem confusing
to the student. The spelling of "ich," for instance,
made reading it a bit cumbersome:

> Der Oberst erwiderte, "Deswegen bin ic
> h für die Bombe."

On several other occasions the quotation symbol
appeared on the succeeding line and that, too, may
hinder communication somewhat:

> ₍"₎Der Beamte erklärte, "Das stimmt nicht.(—)

The following line carried the concluding quotation
mark needed after "nicht.͟" As it was, it appeared
at the beginning of the sentence which is really
the top line of the one following "nicht." The
sentence was clearly awkward to read. Perhaps a
minor point, but I would like to see students learn
the German form of introducing and placing citation
marks. They are different from English forms and

would appear thus:

Der Beamte erklärte: „ Das stimmt nicht."

The arrangement of the content needs considerable improvement. The items could be better randomized because some occurred three times in a row, then immediately again after two intervening questions. At one time no other items intervened and a student may feel trapped in a perpetual loop. This was the experience:

Unit 2, Module 1, Verb Conjugation

Screen: Cue 1:

Gehst du in das Haus?

Question 1: ICH ____ __ ___ ___.

Student types:

ICH GEHE IN DAS HAUS.

Screen: Cue 2:

Glaubt ihr das?

Question 2: WIR _____ ___

Student types:

WIR GLAUBEN DAS.

Screen: Cue 3:

Kommst du mit?

Question 3: ICH ____ ___.

Student types:

ICH KOMME MIT.

```
Screen: Cue 4:
        Habt ihr viel Geld?
Question 4: WIR ____  ____  ___.
Student types:
        WIR HABEN  VIEL  GELD.
--------------------------------------------------------
Screen: Cue 5:
        Bleibt du und Karl zu Hause? (sic)
Question 5: WIR _____  __  ____.
Student types:
        WIR  BLEIBEN  ZU  HAUSE.
--------------------------------------------------------
Screen: Cue 6:
        Tun Sie das oft?
Question 6: ICH ___  ___  ___.
--------------------------------------------------------
Screen: Cue 7:
        Gehst du in das Haus?  (Same as cue 1)
--------------------------------------------------------
Screen: Cue 8:
        Bleibt du und Karl zu Hause?  (Same as cue 5)
--------------------------------------------------------
Screen: Cue 9:
        Bringen die Männer die Post?
--------------------------------------------------------
Screen: Cue 10:
        Bringen die Männer die Post? (Same as cue 9)
--------------------------------------------------------
Screen: Cue 11:
        Glaubt ihr das?  (Same as cue 2)
--------------------------------------------------------
```

Screen: Cue 12:

      Bringen die Männer die Post?

Screen: Cue 13:

      Bringen die Männer die Post?

Screen: Cue 14:

      Bringen die Männer die Post?

Removal of the disk proved the only way to exit.

    The content quality of the vocabulary items

was generally fine, although occasionally an

awkward sentence was generated, like:

Screen: Cue 1:

      Der Satz ist leicht.

Question 1: ICH ___ _____.

Student types:

       ICH BIN LEICHT.

STIMULATION OF STUDENT INTEREST

    1. Mobility:

Most frustrating to me was the inability to
exit a lesson. The user is locked into the system
and can not get out to go to another module. Taking
out the disk and starting all over is the only recourse.

    2. Presentation:

The manner of testing I found very effective
because with minimal instructions the student easily
responds to the tasks. The instructions may be no
more than a question or exclamation mark. I found
it a pleasure to go through the test modules. The
grammatical material tested covers a large area.
The following three test items, for instance, cover
the possessive case, familiar command form and
indirect/direct object pronoun forms. They may serve
to illustrate the method:

Screen: Question 1:

    ? Wessen Seife ist das?
    _____ Frau.

Student types:

    Das ist die Seife der Frau.

Screen: Question 2:

    ! Du gibst mir das Buch.

Student types:

     Gib mir das Buch!

Screen: Question 3:

     Er gibt dem Herrn das Buch.

         (object pronouns)

Student types:

     Er gibt es ihm.

COMPUTER TECHNIQUES

1.Feedback:

The feedback to students is limited (a) to waiting for a couple of tries and (b) to supplying the correct answer, typically after the third try. At one time during the Unit test, the answer was supplied before I even attempted to respond. The experience looked like this:

Screen: Cue 1:

     Das Kind wartet auf die Mutter.

        (pronoun or da)

Answer was supplied immediately:

     Das Kind wartet auf sie.

2. Use of Color:

Because of the screen's low resolution, the blue and red colors make reading the text difficult

and tiring.

    3. <u>Accent Marks</u>:

The method the student is to use to obtain
accent marks is excellent. But the instructions
for this are presented very early in the program
and not repeated. No practice was offered and I
found it hard to remember just how to do it when the
time for keying in letters with umlauts finally
arrived. Perhaps keeping the manipulation scheme
in the upper right hand corner of the screen for
a while or providing immediate opportunities to
try the various key operations would be helpful.
Here is the system as explained on the screen:

```
         ESC 1--lower case Umlaut A (all visuals ap-
         ESC 2--upper case Umlaut A  peared in upper
         ESC 3--lower case Umlaut O  case only)
         ESC 4--upper case Umlaut O
         ESC 5--lower case Umlaut U
         ESC 6--upper case Umlaut U
         ESC 7-- ESZET              ß
```

I would have preferred a clearer message distinguishing
upper and lower case designations:

```
         ESC 1--lower case Umlaut a--ä
         ESC 2--upper case Umlaut A--Ä
```

    4. <u>Technical Reliability</u>:

The program execution is a bit slow. For instance,
the third diskette needed two minutes to load Unit
test 7. Additionally, the keyboard response is hard

and slow. The keys have to be hit deliberately, slowly and hard (even harder than, say, the average touch-tone telephone), otherwise the letters do not register. Even when the keys are depressed with adequate vigor, the letters are slow to appear on the screen. I tend do think that this is not due to a problem with the Apple I was using, and no other program I have seen, for the Apple or the other machines, evinced such characteristics.

SUMMARY

I do want to commend John Russell for the many years of efforts that went into this project which despite some limitations has many strengths and considerable potential. The program reviews a substantial amount of German grammar--a scope only matched by Apfeldeutsch with nine diskettes--and is a great asset for additional practice for students needing to brush-up on German skills or maybe just to review specific problem areas. Revisions are needed to correct the deficiencies noted above and especially to provide better feedback.[1]

The program took several years of developing and
testing and could still benefit a great deal from
more revisions. Here is a summary of the "Likes"
and "Dislikes" from a teacher's point of view:

LIKES	DISLIKES
1. Grammatical rules partly duplicated in documentation.	1. Documentation limited usefulness.
2. Comprehensive scope of program's grammar review.	2. Important program organizational data obscurely placed in manual.
3. Content accuracy.	
4. Basic content organization with increasing difficulty level.	3. Documentation inconsistency in nomenclature and screen instructions.
5. That there are unit tests.	
6. The method of testing.	
7. Visual presentation--letter-by-letter of grammatical instructions.	4. No table of contents on screen.
8. Easy manipulation of upper and lower case.	5. Content arrangement-- better randomizing.
9. Manipulation to achieve umlauts and ß.	6. Unclear instructions for drill execution.
	7. Drill method not varied but tiresome.
	8. Single-time exposure to method of accent mark manipulation.

9. One hour per lesson unit.

10. Locked-in feeling of no exit.

11. Feedback--3 tries--then a correct answer.

12. Answer supplied before student responded.

13. Chopping-up words or quotation marks at end of line.

14. Use of English citation marks instead of German models.

15. Color combinations make text on screen difficult to read.

16. Keyboard response slow.

17. Loading time for Unit tests slow (2 minutes).

18. Shipment of product took two months.

19. Demo disk not sufficiently representative.

EVALUATION CRITERIA FOR REVIEW OF

FOREIGN LANGUAGE MICROCOMPUTER TEACHING PROGRAMS

RATING FORM for (Title of Program):_____

Micro-Deutsch by John Russell and JoAnn Comito

Rating:

Circle the item which best reflects your judgment:

0-	Insufficient Knowledge
NA-	Not Applicable
NAD-	Not Applicable but Desirable
1-	Poor
2-	Fair
3-	Good
4-	Excellent

CONTENT

O NA NAD 1 2 3 ④   1. Content is accurate.

O NA NAD 1 2 3 ④   2. Content is appropriate to (stated or implied) instructional intent.

O NA NAD 1 2 3 ④   3. Level is appropriate for intended user.

O NA NAD 1 2 3 ④   4. Content presents a well-rounded view of contemporary usage.

SUPPORT MATERIAL

O NA NAD ① 2 3 4   1. Instructor's guide is clear, comprehensive and useful.

O NA ⟨NAD⟩ 1 2 3 4   2. Student's guide is clear, comprehensive and useful.

PRESENTATION

    0 NA NAD (1) 2 3 4   1. Purpose of program(s)
is clearly stated.

    0 NA NAD (1) 2 3 4   2. Program(s) fulfill(s) the
stated purpose.

    0 NA NAD (1) 2 3 4   3. Content organization and
presentation are
methodologically sound.

    0 NA NAD 1 2 3 (4)   4. Subject matter is relevant
to a variety of textbook(s).

    0 NA NAD 1 2 3 (4)   5. Subject matter is adaptable
to a variety of textbooks(s).

    0 NA NAD 1 (2) 3 4   6. Questions and expected
answers are clear, not
ambiguous.

    0 NA NAD 1 (2) 3 4   7. Instructional quality of
content: summary assessment.

    0 NA NAD (1) 2 3 4   8. Individual lessons are of
appropriate length.

    0 (NA) NAD 1 2 3 4   9. Instructor can easily
modify program.

    0 (NA) NAD 1 2 3 4   10. Program with flexible
content (e.g., authoring
program) is powerful,
flexible and suitable to
a wide range of applications.

STIMULATION OF STUDENT INTEREST

    0 NA NAD 1 2 (3) 4   1. Amount of information in
each screen frame is
appropriate.

    0 NA NAD 1 2 (3) 4   2. Presentation of program
is appealing.

    0 NA NAD (1) 2 3 4   3. Student has mobility within
program.

    0 NA NAD (1) 2 3 4   4. Program employs principles
of motivation.

    0 NA NAD (1) 2 3 4   5. Program stimulates student
creativity.

COMPUTER TECHNIQUES

0 NA NAD ①2 3 4   1. Capability of computer is exploited.

0 NA NAD 1 2 3 ④   2. Use of computer is a suitable medium.

0 NA NAD 1 ②3 4   3. Instructor can easily operate program.

0 ⟨NA⟩ NAD 1 2 3 4   4. Instructor can easily operate program with record keeping feature.

0 ⟨NA⟩ NAD 1 2 3 4   5. Instructor can easily edit program without altering program code.

⓪ NA NAD 1 2 3 4   6. Instructor can easily edit program by altering program code.

0 NA NAD 1 ②3 4   7. Student can easily operate program.

0 NA NAD ①2 3 4   8. Student can easily exit program without losing work done.

0 NA NAD ①2 3 4   9. Student can easily go to on-screen help from any part and back to the same point of instruction.

0 NA NAD ①2 3 4   10. Student can easily bypass on-screen instruction if desired.

0 NA ⟨NAD⟩ 1 2 3 4   11. Student can easily save lessons or parts of lessons on printout.

0 NA ⟨NAD⟩ 1 2 3 4   12. Student can easily save lessons or parts of lessons on disk.

0 NA NAD ①2 3 4   13. Feedback provides error analysis and correction/ explanation.

0 NA NAD ①2 3 4   14. Feedback differentiates substantive from mechanical mistakes (e.g., typos).

COMPUTER TECHNIQUES

O NA NAD 1 ②) 3 4   15. Feedback is adequately timed.

O NA NAD 1 ②) 3 4   16. Feedback frequency is appropriate.

O NA NAD 1 ②) 3 4   17. Presentation of format is appropriate.

O NA NAD ① 2 3 4   18. Appropriate use of color.

O NA NAD 1 ②) 3 4   19. Appropriate use if sound.

O NA NAD ① 2 3 4   20. Appropriate use of graphics.

O NA (NAD) 1 2 3 4   21. Appropriate use of animation.

O NA NAD 1 2 3 ④   22. Typable accent marks or alternatives are easy to manipulate.

O NA NAD 1 2 3 ④   23. Typable accent marks or alternatives are appropriate.

O NA NAD 1 2 3 ④   24. Upper and lower case differentiation is easy to manipulate.

O NA NAD 1 ②) 3 4   25. Program is technically reliable.

PLEASE COMMENT FREELY ABOUT YOUR ASSESSMENT OF THIS
MATERIAL:

1. Is it reasonable to use the computer to deliver
   this instruction?

   ✓ Yes ____ No ____ Not Sure

   How else could this instruction be delivered
   more effectively?

2. Do you recommend the use of this program?

   ____ Strongly recommend
   ____ Recommend
   ✓ Recommend subject to improvements
   ____ Do not recommend

   Why? Please, identify strengths and weaknesses.

3. What improvements do you recommend to the
   substance, program or documentation of this
   package, if any?

Notes

[1] For additional reviews and commentary for this program see: Gerald R. Culley and George W. Mulford, <u>Foreign Language Teaching Programs for Microcomputers</u>: <u>A Volume of Reviews</u> (Dover, Delaware: University of Delaware, 1983), pp. 44-47.

VOICE RECOGNITION: THE VBLS^{TM}/VOICE-BASED LEARNING SYSTEM

OVERALL
EVALUATION

Only a preliminary evaluation is possible at present because our applications of the Scott system is experimental and undergoing testing.

LEVEL

Any age

SYSTEM
REQUIREMENTS

Apple II, Apple II Plus,

48K
Two disk drives

PRICE

Hardware plus
Software
$900.00

SOURCE

Scott Instruments
4444 Willow Springs Dr.
Denton, TX 76201
Tel. (817) 387-9514

This tutorial system presents an instructional vehicle to assist students who wish to perfect their pronunciation skills. The system incorporates a microcomputer, a microphone, a video display, a voice entry terminal and appropriate software. The strategy of using this system involves the following steps:

1. Physically accessing the microcomputer.
2. Putting on a head-worn microphone.

3. Visually discriminating and deciding upon displayed instructions.

4. Translating a visual/verbal command to a word or phrase into a vocal rendition of the same. For instance, the student sees the word "dort" and must be able to invent a possible pronunciation for it if not listening to a cassette taped pattern.

5. Integrating the visual cue, the pronounced word(s), and newly displayed information/ question. The learner must understand, for instance, that a pronunciation of "dort" is poorly pronounced if it registers between 0-500 as compared to a registry between 700-1000 on the video bar graph.

6. Repeating the word(s) as an oral response to a graphic message.

7. Continuing this tutorial loop until the question sequence is completed.

8. Deciding to continue, repeat or end the study session at which time the physical termination of the microcomputer system, removing the microphone and removing the disks takes place.[1]

This system focuses the student's attention to learn about a foreign language while speaking it. "Speaking while learning enables the . . . student to turn thoughts into words (as opposed to keyboard manipulations, which is the traditional CAI method)."[2]

The computer itself is able to handle a pre-programmed authoring disk including a range of pronunciation patterns which the student is attempting to imitate. A bar graph with increments from 1-1000 measures the goodness-of-fit between speech patterns of words or short phrases and pre-stored patterns. The student can interpret the quality of the response by knowing that when the pronunciation of a word registers anywhere under approximately 700, more practice is needed. Any pronunciation above 700 and as close to 1000 as possible, sounds good.

Finding another method of providing pronunciation practice for foreign language learners where they have instant tangible pronunciation feedback besides the available conventional tape recorded confirmations, promises a genuinely useful and exciting learning experience. We, therefore, conducted a preliminary experiment with the Department of Instructional Design in order to measure limitations and determine functional improvements to the pronunciation tutorial system.

Since the Voice-Based Learning System can distinguish between a variation of sound patterns,

I experimented with some typical pronunciation
problems an English speaker often experiences
when trying to speak German. An English speaker,
for example, frequently mispronounces the German
"ch" as the letter "k" or "sh." Also, the German
"ch" sound is often not distinguished from its
similar sounding guttural "r." Long and short vowels
are also often confused as well as singular and
plural distinctions dependent on correct vowel
pronunciation. Furthermore, the velarized American
"l" is also easily carried over into German lateral
"l" pronunciation. There are of course many more
such pronunciation hurdles, but for this experiment
these sufficed to define the choices. I began
working with a list of minimal pairs--that is a
side-by-side pairing of words which are representative
of these typical mistakes. Such pairs enable the
student to focus on only the particular problem.
For instance, the sound which American students
almost universally substitute for "ch" is "k."
To emphasize the fact that "k" and "ch" are
contrasting phonemes and to give practice in

distinguishing them, pairs of word confrontations with only "ch" and "k" sounds such as in "Nacht: Nackt" may be drilled to eliminate the problem.[3] These same pairs of isolated words were then placed into a context, so that the skill level could be expanded past a rote drill procedure, thereby resembling a more real-world-like application.

In preparation for this experiment, I "recorded" a variety of eight pronunciation patterns with varying loudness and different pitches on an authoring disk. With this variety of pronunciation patterns it was hoped that the correct attempts of different students could be matched over a fairly large range. That is to say, with a variety of human speakers we hoped that the recognition algorithms would be sensitive enough to measure correct pronunciation and insensitive enough to ignore overall variations in amplitude and pitch.

For the actual experiment, we used two intermediate students, girls, age 12 and 13. We taped their initial pronunciation of commonly mispronounced German words, concentrating on pronunciation problems involving: "ch/k," "ch/r," "ch/sh," singular/plural, long/short vowels and English "l"/German "l."

The students were initially recorded reading only
the minimal pairs and then reading the same pairs
woven into an arbitrary context. Following this,
they worked with the computer to improve their
pronunciation. The computer had the author disk
in one drive, providing the signals for correct
pronunciation, and the student disk in the second
drive, responding with the feedback of the graphic
0-1000 scale readings. Each student practiced 3/4
of an hour while being measured by the computer.
They tried repeatedly to improve any score registering
below 700.

After this practice session, their pronunciations
were recorded once more while reading the same origi-
nal pairs of words in and out of context. Their
pronunciation, which was marginal to begin with,
had markedly improved. The students were quite
eager to learn of their own improvement and really
enjoyed practicing the same item over and over.
They felt extremely competitive toward themselves
and did not realize they were working so hard. The
work paid off because their German pronunciation
involving notorious pitfalls had improved in less

than an hour's practice.

However, there are some aspects to consider that would undoubtedly make the experience even more worthwhile. From time to time, while the students were competing against themselves trying to perfect their score, actually forgetting they were doing ordinary drill and practice routines, they were confused when what they thought was a good imitation of the original pattern was rejected. It is important to keep in mind that the students heard the pattern only once and then experimented many times with what they thought they must say, strictly from their memory.

The students' confusion may be traced to two causes. First, the voice system's algorithm was not sensitive enough to distinguish between the expected vowel nuances such as are found in the "a" and the "ä," the "o" and the "ö" and the "u" and the "ü." The system, however, did well in distinguishing consonant differences. Second, the students themselves did not know as time went on what exactly they were aiming for. Therefore, the next time we will have to provide a tape they can

play back during practice.

This experiment leads me to the following conclusions: because the learners tend to forget what sounds they are imitating, a taped audio model should accompany the pronunciation drill. Then the students would be able to hear the model as well as speak their pronunciation. Furthermore, more subtle distinctions of sound patterns need to be established, together with an input range providing pattern models with and for male, female, adult, youth and child voices. It is important to accomodate male and female voice differences because my subjects were considerably younger than I and certainly were experiencing less than 1000 because my voice sounds more resonant, and theirs much lighter. A man's voice could not be matched with mine. A male subject would think he had mispronounced a word, which, in fact he had not. In addition to that, native variations of language pronunciation patterns need also be anticipated by taping and programming pronunciation patterns from as many possibilities with acceptable standards as feasible. This pattern range is important because a native speaker should

be able to use this system also and be able to match his response and not be rejected. In other words, with a large enough range of pronunciation inputs, a neutral and correct pronunciation should be attainable through the use of the voice-based learning computer.

Our Instructional Design Division is presently developing the applicability of the Scott system to language learning tasks of this type. A second stage of the experiment takes place in the latter part of May 1983 with some of my recommendations already in use. I am eager to see this effective new tool reach people all over the world who are trying to learn to speak each other's language.

Here is a list of words which were used for the initial experiment:

OUT OF CONTEXT

NACHT	/ NACKT	MANCHER	/ MANSCHER
BUCH	/ BUK	KIRCHE	/ KIRSCHE
SCHLUCHT	/ SCHLUCKT		
ZUCHT	/ ZUCKT	MACHT	/ MÄCHTE
TAUCHT	/ TAUGT	NACHT	/ NÄCHTE
ROCH	/ ROCK	BUCH	/ BÜCHER
DOCHT	/ DORT	NEHMEN	/ NENNEN
SUCHT	/ SURRT	DEN	/ DENN
		WEN	/ WENN
BUILD	/ BILD		
HELL	/ HELL		

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TAUCHEN  /  TAUSCHEN
WACHEN   /  WASCHEN
NACHEN   /  NASCHEN
BAUCH    /  BAUSCH
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IN CONTEXT

DIE NACHT IST NICHT NACKT. DAS BUCH BUK IN DER
SCHLUCHT. ER SCHLUCKT UND ER ROCH DEN ROCK.
DIE ZUCHT IST GUT. ER ZUCKT UND TAUCHT BIS ER TAUGT.
MAN SOLL TAUCHEN UND TAUSCHEN UND WACHEN UND WASCHEN.
IM NACHEN IST GUT NASCHEN. DER BAUCH HAT DEN BAUSCH.
DOCH DORT SUCHT ER BIS ER SURRT. MANCHER KIRCHE
GEHT ES SCHLECHT. MANSCHER IST MENSCH UND KIRSCHE
IST FRUCHT. DIE MACHT DER MÄCHTE IST WIE DIE
NACHT DER NÄCHTE UND DAS BUCH DER BÜCHER. ER SOLL
ES NEHMEN UND NICHT NENNEN, DENN WEN ER NENNT, IST
WICHTIG. WENN ER WILL. TO BUILD EIN BILD. IN THE
HELL IST ES NICHT HELL. DOCHT IST ALT.

Notes

[1] Wagers-Horn, The VBLS^{TM}/Voice-Based
Learning System (Denton, Texas: Scott Instruments
Corporation Publication, 1982), p. 7.

[2] Wagers-Horn, p. 8.

[3] William G. Moulton, The Sounds of English
and German (Chicago: The University of Chicago
Press, 1962), p. 28.

RECOMMENDATIONS

Examination of these twelve German programs
has called attention to major shortcomings in the
presently available software in this field. But it
also sets in relief some of the things that need to
be considered by both purchasers and authors to
assure improved foreign language software in the
future. In the present chapter I would like to
step back somewhat from the specifics of the forego-
ing critiques and draw inferences of a more general
nature--and make recommendations--about the kinds
of improvements that are needed. For convenience I
will follow the format of my evaluation form,
stressing the areas where improvements are needed
most. The five general categories, once again, are:
content, support materials, presentation of content,
motivational features of interaction and feedback,
and computer techniques. The discussion will
conclude with specific recommendations in related
areas. These recommendations deal partly with the
stimulation and maintenance of student interest and

partly with the roles of teachers, their textbook(s)
and the importance of strategies for integration with
other classroom activities.

All programs require, at the very least, accuracy
of content. The foreign language data used should,
therefore, not contain outdated information, orthographi-
cal errors, factual mistakes and the like. (See indi-
vidual content evaluations and Appendix A.) Such
inaccuracies are best avoided by having language
expert(s) involved in designing, proofing and field-
testing the program content. But the content must also
be appropriately suited to the intended age level.
Certainly the organization and presentation must be
clear and well structured. Like many things, this is
easier said than done. But my experience with these
programs suggests several ways to organize the content
more effectively. Careful attention to gradually in-
creasing the level of difficulty of the subject matter
within each program module (e.g., testing and practice
exercises) is one; another is systematic progression
into more complex language applications (e.g., general-
izing and applying the principles learned in testing
and practice), again within each program module.

Support materials include many different types
of information and come typically as the printed
material accompanying the program. Several basic
features are indispensable to a good program:
the teacher needs reliable and readily accessible
information on how to run and implement the program,
perhaps duplication of the basic menus and screen
formats and supplemental student materials; the
student needs clear instructions on how to operate
the system. Duplication might involve the entire
basic stock of vocabulary and grammatical rules,
or subsets thereof, so that teachers can anticipate
which items will be unfamiliar and respond according-
ly, perhaps by supplying their students with lists
of the new words. The information for the instruc-
tor must, of course, be clearly written and well-
organized, keeping in mind that many instructors
have little experience with CAI and may still be
rather skeptical of it. Even if programs include
documentation within the software and claim to be
"self-contained," the printed duplication of at
least pertinent parts of the screen content helps
the instructor in preparation and design of course

work in much the same manner that traditional tables
of contents or instructor's manuals are provided
as guidelines for the teacher. Without such
written documentation, the teacher needs constant
access to a computer while planning the course work.
Good documentation might also include supplementary
materials for student use after the interaction
with the computer. Exercises such as worksheets,
puzzles and creative follow-up activities are impor-
tant for written reinforcement of the acquired skills
following the computer interaction. The PLATO
Vocabulary Builder includes superior documentation
and goes well beyond my basic suggestions. It
even provides classroom logistics, suggestions for
lesson flow and teaching strategies. In this regard
PLATO could serve as a model for other programs,
even those aimed at students on a more advanced
level.

Support materials can play an important role in
hindering or fostering a program's success. Inade-
quate documentation may even conceal essential
operating procedures or ingenious features of other-
wise fine packages. One example is the "ZES"

Definite Article. The operating instructions proved
so poor that on first encounter with the program I
unwittingly erased most of the content. A well-
written manual would most likely have prevented that.
Not only are good support materials essential for
a program's success, but they could also provide
helpful hints about incorporating or adapting a
computer program to an independent text.

Content presentation, another important aspect,
focuses on how the grammatical definitions, exercises
and general information on the subject matter are
presented. The content organization and presentation
of Micro-Deutsch are excellent in this regard. But
unfortunately this is not clearly brought out in the
program itself, only in the manual, which resembles
the table of contents of an introductory language
text. This points up a general problem: most
programs merely list a menu that provides little
insight into content or presentation structure.
It also points to a recommendation: that considerable
thought go into both organizing the language content
and presenting menus which suggest the organization
from the start.

The purpose, goals and objectives of a program
are best stated explicitly in the support literature
rather than implied. This information should include
precisely formulated general and specific instructional
goals. If a program has obvious limitations, they
too ought to be communicated. For example, if the
program offers only a certain kind of feedback
(e.g., "right" or "wrong" responses)--rather than
going into subroutines that help students find the
answer or explain their errors--this should be
clearly stated in the documentation (and preferably
in the advertising).

This point leads naturally into issues of
instructional quality. It is essential that programs
be empirically tested in order to verify both their
capabilities and their limitations whether or not
the documentation is clear on these points. Ideally,
a teacher should have a few trial runs, preferably
with students at the keyboard. In most cases it
will be quickly apparent whether goals and actual
practice match. It is even more important that
program producers field-test their materials
thoroughly with the type of students they are

hoping to reach. As a matter of fact, the International Council for Computers in Education (ICCE) suggests that the evaluation of a product should take approximately two months--my preference would be at least one semester if not two--and the ICCE concedes that some materials,

> because of complexity or the amount of curriculum covered warrant a more extensive evaluation. Activities in this category would be pre- and post-testing, or detailed observation of student use of the package.[1]

One obvious way of testing these programs before marketing them would be to send out complimentary test packages to selected educational institutions for testing and evaluation. Presumably all or most of the programs evaluated above underwent some such testing. But none gives specific credit to indicate this.

When examining the commercially prepared packages with fixed content, the instructor may find the choice of vocabulary or level of difficulty unsuited to the students' training or goals. It would be particularly helpful to teachers if the

documentation gave specific information about such
matters, ideally a complete vocabulary listing
(as is available for the Bartorillos' Language
Teacher Series or the PLATO Vocabulary Builder).
The choice and presentation of vocabulary items
require considerable planning. Several considera-
tions need to be stressed. The program must not
reject alternative answers that are also correct.
Vocabulary should generally be grouped by level of
difficulty. There should not be more than 10 or
15 items per drill (too many items tend to tire
students; short modules tend to encourage them to
proceed further). Vocabulary items should generally
be grouped by similarity of content. In any case,
contextual clues should be provided, so that choices
of possible responses are clearly limited to the ones
the program expects. Or, alternatively, the desired
response could be elicited by providing a list of
the responses not desired. For example, if the
German equivalent of "marriage" were requested,
providing a string of unacceptable synonyms such as
"Heirat," "Hochzeit," "Verehelichung," "Vermählung"
and "Trauung" would allow the student to home in on

"Ehe" as the desired answer. In this situation, the students then must look for only one expected answer, while at the same time they are also reviewing and learning synonyms.

By the same token, if a multiple-choice routine is used, the choice of answers must not include two equally appropriate alternatives as, for example, in the Language Teacher Series. The problems posed for students by synonyms are bad enough without being compounded by multiple-choice drills in which more than one answer is correct. This can only demoralize students, and in extreme cases, bring them to doubt themselves (see footnote 1 to the discussion of the Language Teacher Series). The computer is capable of handling these problems, if it is well programmed. If a program offers only laundry-list-type vocabulary drills, the likely result will be monotony and student discouragement. In any case, such drill routines reduce the computer to an electronic page reader reciting primitive vocabulary lists, a format long ago overcome by textbooks.

Another consideration is the avoidance of
archaic usage (see, again, the critique of the
Language Teacher Series) and the selection of
vocabulary with applications that prove useful to
the students in domains and situations beyond the
subject area of the package. It will be hard to
determine exactly which expressions will prove
useful. But one readily available strategy might
be to rely on the standard listings of most frequent-
ly used words, like Alan J. Pfeffer's Grunddeutsch
(Tübingen, Verlag Gunter Narr, 1975). Reliance on
Pfeffer would be one means of assuring "usefulness."
One might also provide regional alternatives with
items such as "turkey," "orange" or "trash can"
(see the critique of the Language Teacher Series).

Following this matter a step further, I would
suggest that programs be written to address,
carefully and thoroughly, specific areas of diffi-
culty in learning vocabulary and grammar. It would
be a great asset to be able to send students to
the computer for work with particular problems,
like use of the auxiliary verbs "sein" and "haben"
("to be" and "to have"), and the traditionally

elusive "two-way" prepositions and adjective endings. Such tutorials could be used in conjunction with any textbook and would fill a great need.

Another important issue is a program's adaptability to a given textbook. As mentioned earlier, good support materials will address issues of adaptability. If this is not the case, a teacher must give the matter much thought and plot out a strategy for incorporating computer programs to assure that they articulate well with the textbook(s) in use.

Computer techniques dealing with interaction and feedback constitutes another important area in need of improvement. Here, as in other areas, there is latitude for personal taste. Students need to be addressed effectively and tactfully. My general preference among the programs reviewed was the "talkative," personal tone of Apfeldeutsch. The conversational, even chatty "personality" of the computer in this program was a redeeming feature of some of the more tedious learning routines. The student's creativity is also challenged by active involvement. Clearly, when students have

little or no control, the potential for frustration
is high. Students should have the feeling at all
times that they have control over the computer by
having meaningful choices about moving around in
the program and asking it to do things (like provide
help). That is, the relationship between student
and computer should stress student activity rather
than passivity. The potential for interaction of
this kind is one of the many notable strengths of
Author I. Among the programs with fixed content,
the PLATO Vocabulary Builder and Apfeldeutsch get
better than average marks in this category.

The other side of this issue is the appropriate-
ness of the feedback the program gives the student.
Unfortunately, this is a major weakness of most of
the programs reviewed, because very few fixed-content
programs give more than a "right" or "wrong" response.
They do not seem to be based on careful prior
consideration of typical errors--whether that
consideration stems from one teacher's classroom
experience or a systematically conducted error
analysis. As a matter of fact, prior error analysis
in which problem awareness precedes programming of

content, should point out which problems a program
needs to focus on and may thus itself suggest the
outlines of a useful program. Presenting the
content in a way that steers students away from
typical errors, for example, may be an innovation
which the computer could handle particularly well.
A specific instance may help clarify some of the
ways a computer program can be especially helpful
here. Let us say that experience and/or systematic
analysis has shown that 93% of college students in
first semester German have problems with the use
of "werden"--whether as an active independent verb
(meaning "to become"), an auxiliary marking future
tense or an auxiliary marking passive voice. The
reasons for the students' difficulty with this verb
may well be complex. Perhaps they do not realize
the difference between an auxiliary and a main verb;
perhaps they do not know what a past participle
or infinitive is; perhaps they just do not know the
conceptual difference between active and passive
voice. Whatever the reasons may be, specific feed-
back for all three mistakes must be designed. Even
further, programs could be designed to identify the

nature of the problem and branch to modules or
other programs that would address not only the
problem, but also its cause(s).

Because the most distinctive feature of CAI is
the capacity for meaningful feedback, it is this
aspect of programming that requires most attention.
The program must be able to react appropriately.
If the developer can anticipate which errors students
are likely to make and why they will make them,
instructional strategies can be built into the
program that will lead students to find the correct
answer rather than just give them the solution.
Feedback to students should rarely be a simple "wrong."
Students need to know why an answer is incorrect,
and a simple "wrong" rarely tells them that. Of
course, if live tutors are unavailable, and the text-
book has no answer key, then a routine that responds
with only "right" or "wrong" will be more responsive
than a textbook. And for such pitiful situations,
a minimum-feedback program like Flashcard may be
quite acceptable. But microcomputers have the
capability to provide much more than this minimum.
Why not take advantage of it?

There are similarities between the process of providing good feedback to students and the process a teacher goes through when designing extra work sheets to illustrate grammatical concepts that are difficult for students to grasp. The computer, however, offers some advantages. For one, it saves the teacher time. Once programmed and saved, a computer program is accessible to each student one on one, like a private tutor. The teacher's time can be turned to other concerns. Moreover, the computer will not tire and is--at least potentially-- more patient. Our performance as teachers may fluctuate. In praising the advantages of computer programs for certain educational tasks I do not mean to take anything away from teachers. Computer programs cannot replace the teacher's effectiveness in those areas in which creative, context-sensitive flexibility and attention to the student as a person are called for. But it is precisely here that designing lessons for student use on a computer presents its greatest challenge to the most effective teachers among us--the challenge to call on our experience to create programs for our students that

will provide the kind of responses that we would.
In this sense the programs should always be one step
ahead of the student's responses. If the "clairvoyance"
of the experienced teacher can be programmed into
a computer lesson, and the lesson carefully designed
to assure that the student can benefit optimally from
the feedback the teacher has introduced, the program
becomes, in a real sense, an extension of the teacher's
personality and commitment to the student.

Let us follow this line of thinking a bit
further and examine some of the ways a computer
program can best serve as the teacher's assistant.
In telling a student _why_ an answer is wrong, the
program should ideally assess the _concept_ behind the
question, not merely the form of the answer. That
is to say, the feedback routine should ideally be
able to differentiate between errors of substance
and merely mechanical mistakes (typos, extra spaces,
etc.). Let us recall two examples. The _Language_
Teacher Series marked some of my answers as "incorrect,"
but they were actually correct except that I had
inadvertently introduced an extra space before
typing the word(s). I would recommend that programs

of this type be designed to ignore this kind of mechanical error altogether or give special directions to students to avoid extra blanks. Considerably preferable in this regard is the method employed by the _Dasher_ program, which, by blinking the letter(s) involved in the deviation, calls attention to the nature of the error, whether substantive or merely mechanical. Additionally, as we have seen, this program's focus on individual letters rather than entire words also provides very effective encouragement. The student is, in effect, led to think, "Gee, I've gotten everything right except one letter" and continues remodeling the answer until it is right.

Another step in this direction of more informative feedback is to remediate by providing clues. Several programs reviewed here do this to some degree, but more development is needed. Some programs, for example, could include less data (vocabulary items, etc.), and the extra space could be applied toward more ambitious explanatory routines.

In addition to feedback, important student motivators are re-test options to foster mastery

of specific items; the ability to move around within
the program (preferably without losing work done);
easy control over the rate of presentation of display
material so that individual students can read and
absorb the information at their own rate; the option
to save work done on either paper, tape or disks.
Most of the programs were rather quick to remove
instructional input from the screen; this was
frustrating if, for example, I had to go back to
initial instructions because I could not remember
what I was asked to do. If I did go back to look,
I could no longer check what I had typed in. Micro-
Learningware's Packages I-III were especially hurried
in removing instructions and student input. The
Language Teacher Series, on the other hand, provides
print options for tests, which is a welcome means
of providing students with a copy of their work.
The "ZES Authoring System" (to judge from the "ZES"
Definite Article) even promotes the storage of
student performances on disks. The whole issue of
saving student work needs more exploration, because
the computer's potential to do so is a very promising
aspect of CAI.

Other areas of concern also dealing with
stimulation of student interest involve effective
use of the audio and visual capabilities of the
various microcomputers. The audio messages (typically
beeps for errors or correct responses) should not
disturb other students nearby or embarass learners
who may feel uncomfortable about audio messages
publicizing their incorrect answers. This feature
of rather loud buzzes for wrong answers struck me
as particularly unhelpful in The Linguist. Even the
repeated correct buzzes became monotonous and
instructionally ineffective after a while, and no
longer served to stimulate student interest. The
optional and volume-controlled sound track in the
PLATO Vocabulary Builder is commendable because it
leaves up to the individual user whether to engage
the sound or turn it down or even off, if so desired.
In any case, the new lightweight headphones provide
a reasonable technical solution, but most of the
microcomputers do not have an earphone jack.

Graphics, too, should be employed judiciously
so as to enhance rather than distract, or detract,
from the instructional process. Game-like formats,

which often incorporate graphic stimulation, tend
to be more suitable for younger audiences but need
not be totally absent in programs intended for more
advanced levels. If done carefully, limited parts
of some drill routines can perhaps be presented
"playfully" to avoid monotony. A quick Hangperson
game in the manner of the PLATO Vocabulary Builder
may be a welcome interruption to many a program more
conventionally designed. Graphics need not, of course,
be limited only to games. Screen designs can effective-
ly employ graphics such as framing, underlining,
blinking asterisks, cursors or question marks and
the like for emphasis or to direct the user's
attention to key features of the display, e.g., the
question. None of the programs reviewed goes very
far in exploiting the computer's potential for
balanced use of sound, graphics and animation.

Another means of stimulating and maintaining
student interest is presenting material in more than
one format. Granted, it is reassuring--and time-
and energy-saving--to have a familiar format for
screens within a lesson, yet the students should
be able to opt for conventional straighforward drill

routines or game-like exercises, or tutorial
sections, etc., all of which could be made available
in any one package, as alternative or mutually
reinforcing ways of covering the same material.
As a matter of fact, it may not be a bad idea to
switch formats on the basis of student performance.
The programs reviewed are either _entirely_ game-like
or _entirely_ conventional, both of which tend to
become dull after prolonged and exclusive use.

I can also envision appropriate uses for both
still and animated graphics, not for the sake of
play, but as a means of presenting concepts that
are difficult to visualize otherwise. An example
for such a use in teaching German are the notoriously
challenging prepositions especially, when the English
translations of different German prepositions,
distinguishable by applications only, are identical.
Such differentiating factors often involve subtle
distinctions regarding proximity in place and
proximity in time; they also apply to many purely
idiomatic phrases. Students have difficulties even
envisioning these distinctions, let alone remembering
them. Animated illustrations offer a new tool for

learning, reviewing and retaining these complex
subtleties of German grammar and vocabulary.

Foreign languages typically use character sets
with special letters and accent marks. As the
specific evaluations have shown, all the programs
examined are designed to run on microcomputers with
standard American keyboards and therefore need to
rely on extra keyboard manipulations or other
strategies to deal with non-standard characters and
accents. Older programs such as Micro-Learningware's
Packages I, II, III, originally written for the
TRS-80 Model I, use an asterisk to denote umlauts and
the sign "@" for "ß." (These umlauts and "ß" are
available in the enhanced character generator resident
in the Model III [and also the new Model 4], but the
Micro-Learningware packages were not redesigned to
take advantage of them. Author I, however, was and
does.) Teachers are in some disagreement as to the
effectiveness of these alternatives. I, for one,
find them distracting and prefer ae, oe, ue and the
double "ss." But having seen programs that require
additional keyboard steps but do, in the end, produce
the actual symbols ä, ö, ü and ß, I would stress the

importance of the actual presentation of accent
symbols, even at the price of extra keyboard mani-
pulation to display them on the screen if it is
something equivalent to: control a $\longrightarrow$ ä, control
u $\longrightarrow$ ü; if it is more complicated, I think I prefer
the extra vowel/consonant.

At this point I would like to conclude the
discussion of recommendations with items that go
beyond the specific entries in the rating sheet.
The first concerns integrating the design of text-
books, computer programs and classroom activities.
Such integration can be expected to occur in basically
three ways: integration of pre-packaged materials by
program author and publisher; the integration
achieved when a teacher adapts commercial programs
to a textbook; or the integration for which
authoring systems are specifically designed, systems
that require the teacher to add the desired content.
Apfeldeutsch designed around the textbook Grundkurs
Deutsch, is the only product I have seen that includes
some integration of the first type. But it is still
far from a complete "package," which should ideally
include greater integration of text with program

(the text was written independently of the program),
tapes for speaking skills (<u>Apfeldeutsch</u> I am told
has tapes), workbooks for writing practice and
supplemental CAI for reinforcement.

My criticism of the limitations of the programs
analyzed is of course not to be viewed as a critique
of the potential of CAI. Quite the contrary. Even
these programs, with all their shortcomings, confirm
the view that CAI on microcomputers is an asset with
immense potential--a potential that can only increase
as the hardware becomes more powerful. What the
limitations of the present programs do point up,
however, is the need for teachers to become more
involved in the development of software for teaching
foreign languages. They also indicate that program-
mers need to solicit advice from good writers for
clearly written documentation and from innovative
and talented language teachers, who, though they
may lack technical familiarity with the computer,
know the language and how to teach it. In a word,
they call for a talent-pool. It is my hope that the
present study will foster such teamwork by calling
attention to some of the deficiencies to be avoided.

It is my further hope that detailed considera-
tion of the strengths of these programs will open
up new perspectives by pointing to the features
that need to be developed further. Far from being
a substitute for competent instructors, CAI is a
new and extremely powerful means for competent
teachers to extend their skills, reach more students
in a more individual, even "personal" way than is
often possible in the classroom drills. The time
saved can then be used for higher level communication
with students in the prospective language.

[1] <u>Evaluator's Guide for Microcomputer-Based Instructional Packages</u> (Eugene, Oregon: International Council for Computers in Education, 1982), p. 8.

A P P E N D I C E S

APPENDIX A.

I. <u>TECHNICAL FLAWS</u>:

   1. <u>LANGUAGE TEACHER SERIES: GERMAN I,II</u>
      by Cindy and Andrew Bartorillo

      In the vocabulary drill the word GRAUCHEN
      appeared several times. There is no such
      word. It should read <u>BRAUCHEN</u>, "to need."

      I also experienced what may be a very simple
      technical problems but, nevertheless,
      discouraging to the user. When I answered
      correctly, my answers were rejected. The
      items involved were TEACHER, TROUSERS and
      DAY. The answers DER LEHRER, DIE HOSE
      and DER TAG were dismissed as incorrect but
      then confirmed on the screen as the answer
      the program expected. I re-checked to see
      if I had an extra space or a period or
      something else to cause this. The problem
      persisted.

   2. <u>THE DEFINITE ARTICLE</u>: "ZES Courseware"

      Proofreading could have been better, e.g.,
      "SENT<u>A</u>NCE, DAS KIND SIEHT <u>DAS</u> WAGEN."

   3. <u>GERMAN VOCABULARY BUILDER</u>: PLATO Educational
      Software

      In the vocabulary list for peronal words
      appears to be a misprint both on the screen

and in the manual in an otherwise well-edited
program:

1. **A**NKLE = DER ENKEL

4. <u>GERMAN-PACKAGES I,II,III</u>: Micro-Learningware

The word SONNTAG is misspelled and
erroneously reads "SO<u>N</u>TAG."

In the English ⟶ German drill the correctly
given answer for "DEPRESSING" was corrected
from "DEPRIMIEREND" to "DEPRIMIEREND" again.
Both versions are identical.

APPENDIX A.

II. ACCENT MARK MANIPULATION:

   1. LANGUAGE TEACHER SERIES: GERMAN I,II
      by Cindy and Andrew Bartorillo

The program for the TRS-80 Models I and III
is not capable to produce umlauts or "ß"
although the Model III is able to handle the
special character set.

The program for the Atari 400/800 has its
own character set. This makes the display
of the diacritical marks over vowels, the
German "ß" and Spanish, French and Italian
accent marks possible. The special characters
are implemented as the "control" (CTRL)
character of either the letter they are
assigned to or another letter nearby pn the
keyboard. For example, if you wish to
display a lower case "a" with the diacritical
marks above it, you are to press the CTRL
key followed by the "A" key. Here is a list
of the German special characters:

          CTRL A = ä
          CTRL O = ö
          CTRL U = ü
          CTRL S = ß

I tried CTRL, Shift "A" in order to get
upper case umlauts but to no avail.

Note:

Since the average line printer is unable

to recognize these special characters,
programming is implemented to convert
these special characters to their "normal"
letters before being printed on the line
printer. You must insert the special
marks by hand.

2. <u>MICRO-DEUTSCH</u>

by JoAnn Comito and John Russell

When using <u>Micro-Deutsch</u> programs on the
Apple II computer, German diacritical marks
and the "ß" may be obtained by first pressing
the ESC key plus a number key. Here is
a sample:

```
ESC 1  = ä
ESC 2  = Ä
ESC 3  = ö
ESC 4  = Ö
ESC 5  = ü
ESC 6  = Ü
ESC 7  = ß
```

Stick-on labels for the number keyes would
help.

EVALUATION CRITERIA FOR REVIEW OF
FOREIGN LANGUAGE MICROCOMPUTER TEACHING PROGRAMS

RATING FORM for (Title of Program):_____

Rating:

Circle the item which best reflects your judgment:

0-	Insufficient Knowledge
NA-	Not Applicable
NAD-	Not Applicable but Desirable
1-	Poor
2-	Fair
3-	Good
4-	Excellent

CONTENT

    O NA NAD 1 2 3 4   1. Content is accurate.

    O NA NAD 1 2 3 4   2. Content is appropriate to
                            (stated or implied)
                            instructional intent.

    O NA NAD 1 2 3 4   3. Level is appropriate for
                            intended user.

    O NA NAD 1 2 3 4   4. Content presents a well-
                            rounded view of
                            contemporary usage.

SUPPORT MATERIAL

    O NA NAD 1 2 3 4   1. Instructor's guide is clear,
                            comprehensive and useful.

    O NA NAD 1 2 3 4   2. Student's guide is clear,
                            comprehensive and useful.

PRESENTATION

    O NA NAD 1 2 3 4   1. Purpose of program(s)
is clearly stated.

    O NA NAD 1 2 3 4   2. Program(s) fulfill(s) the
stated purpose.

    O NA NAD 1 2 3 4   3. Content organization and
presentation are
methodologically sound.

    O NA NAD 1 2 3 4   4. Subject matter is relevant
to a variety of textbook(s).

    O NA NAD 1 2 3 4   5. Subject matter is adaptable
to a variety of textbooks(s).

    O NA NAD 1 2 3 4   6. Questions and expected
answers are clear, not
ambiguous.

    O NA NAD 1 2 3 4   7. Instructional quality of
content: summary assessment.

    O NA NAD 1 2 3 4   8. Individual lessons are of
appropriate length.

    O NA NAD 1 2 3 4   9. Instructor can easily
modify program.

    O NA NAD 1 2 3 4   10. Program with flexible
content (e.g., authoring
program) is powerful,
flexible and suitable to
a wide range of applications.

STIMULATION OF STUDENT INTEREST

    O NA NAD 1 2 3 4   1. Amount of information in
each screen frame is
appropriate.

    O NA NAD 1 2 3 4   2. Presentation of program
is appealing.

    O NA NAD 1 2 3 4   3. Student has mobility within
program.

    O NA NAD 1 2 3 4   4. Program employs principles
of motivation.

    O NA NAD 1 2 3 4   5. Program stimulates student
creativity.

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------------------------------------------------------
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COMPUTER TECHNIQUES

O NA NAD 1 2 3 4   1. Capability of computer is exploited.

O NA NAD 1 2 3 4   2. Use of computer is a suitable medium.

O NA NAD 1 2 3 4   3. Instructor can easily operate program.

O NA NAD 1 2 3 4   4. Instructor can easily operate program with record keeping feature.

O NA NAD 1 2 3 4   5. Instructor can easily edit program without altering program code.

O NA NAD 1 2 3 4   6. Instructor can easily edit program by altering program code.

O NA NAD 1 2 3 4   7. Student can easily operate program.

O NA NAD 1 2 3 4   8. Student can easily exit program without losing work done.

O NA NAD 1 2 3 4   9. Student can easily go to on-screen help from any part and back to the same point of instruction.

O NA NAD 1 2 3 4   10. Student can easily bypass on-screen instruction if desired.

O NA NAD 1 2 3 4   11. Student can easily save lessons or parts of lessons on printout.

O NA NAD 1 2 3 4   12. Student can easily save lessons or parts of lessons on disk.

O NA NAD 1 2 3 4   13. Feedback provides error analysis and correction/explanation.

O NA NAD 1 2 3 4   14. Feedback differentiates substantive from mechanical mistakes (e.g., typos).

COMPUTER TECHNIQUES

O NA NAD 1 2 3 4   15. Feedback is adequately timed.

O NA NAD 1 2 3 4   16. Feedback frequency is appropriate.

O NA NAD 1 2 3 4   17. Presentation of format is appropriate.

O NA NAD 1 2 3 4   18. Appropriate use of color.

O NA NAD 1 2 3 4   19. Appropriate use if sound.

O NA NAD 1 2 3 4   20. Appropriate use of graphics.

O NA NAD 1 2 3 4   21. Appropriate use of animation.

O NA NAD 1 2 3 4   22. Typable accent marks or alternatives are easy to manipulate.

O NA NAD 1 2 3 4   23. Typable accent marks or alternatives are appropriate.

O NA NAD 1 2 3 4   24. Upper and lower case differentiation is easy to manipulate.

O NA NAD 1 2 3 4   25. Program is technically reliable.

PLEASE COMMENT FREELY ABOUT YOUR ASSESSMENT OF THIS
MATERIAL:

1. Is it reasonable to use the computer to deliver
   this instruction?

   _____ Yes _____ No _____ Not Sure

   How else could this instruction be delivered
   more effectively?

2. Do you recommend the use of this program?

   ___ Strongly recommend
   ___ Recommend
   ___ Recommend subject to improvements
   ___ Do not recommend

   Why? Please, identify strengths and weaknesses.

3. What improvements do you recommend to the
   substance, program or documentation of this
   package, if any?

APPENDIX B.

Note:

I recommend that rating sheets be adopted that
analyze programs feature by feature. Many
evaluations deal only in generalities about the
enjoyment and usefulness of a program. When
more specific questions are posed, they often do
not address the specific features of greatest
concern to foreign language teachers. Clearly
the quality of an evaluation depends to a
considerable degree on asking the right questions
for the intended users. In developing my rating
sheet, I sought to alleviate some of these problems.
The effort led to both general and specific
questions to be raised in evaluating foreign
language software.

APPENDIX C.

G L O S S A R Y

Animation   The process of producing a sequence
of graphic images that convey the
illusion of motion.

Arrow (→)   Editing key used to move the cursor
to the right or up in the Atari
programs.

Authoring System
A systematic procedure for generating
computer programs that do not require
the author to be a programmer.

Backarrow (←)
Editing key used to move the cursor
to the left or down in the Atari
programs.

"Booting" the Disk
Jargon for restarting the computer
using the disk in the drive unit.

Control (CTRL) Key
Special keyboard character used to
control various functions. Works
as an alternate shift key.

Cursor   Symbol used to indicate where the
next character to be input or output
will be displayed on the screen;
a locator.

Disk (Diskette, Floppy Disk)
A disc of plastic film coated with
magnetic oxides and encased in a
rectangular sleeve. Used to store
digital information. One disk may
hold between 80K to 630K bytes.

DOS   Acronym for Disk Operating System:
an operating system which includes
the capability of controlling and

coordinating the functions of a
disk drive within a computer system.

Drill and Practice
Computer-assisted instructional term
used to describe questions, answer
and review strategy; answers are
often scored.

Editing   Revising; usually associated with
improving or correcting information.

Enter Key   Special character keyboard key
pressed after typing a response
on the Radio Shack TRS-80 micro-
computer; other computers use
a "RETURN" key.

Escape (ESC) Key
Special keyboard character key used
in conjunction with a letter key
to move the cursor without affecting
existing text; also used in conjunc-
tion with the formation of European
diacritical marks.

Frame (Screen)
One in a series of visual displays
on the screen of a computer system.

Graphics   Refers to two-dimensional visual
images; computer graphics are "drawn"
by a computer (pictures, colored
shapes, dots and lines).

Hardware   The physical equipment of a computer
system; examples: keyboard terminal,
line printer or display screen.

Joystick   Is a lever that allows the user to
move graphic images around the screen.
Could be used to allow some learning-
disabled students to respond without
typing.

Menu   List of available functions, displayed
                on the screen, with a provision for
                selecting one.

Microcomputer
                A computer system with a micropro-
                cessor Central Processing Unit (CPU);
                it is usually designed for single
                users.

Reset Key   Pressing this special character key
                when not directed to do so will
                terminate the program in process and
                restart the operating system.

Return Key   Special character key pressed after
                typing a response on the Apple II
                computers--see "ENTER" key.

Save to Disk
                Store program onto a disk for future
                access.

Software (Programs)
                Computer programs, the coded instruc-
                tions that direct the operation of
                computer hardware.

Student Records
                Functions for the teacher to examine
                student progress reports on the screen,
                print them out, and/or delete the
                REPORT CARD file.

System Error Messages
                Information displayed on the screen to
                indicate a warning or "fatal" mistake.

Tutorial   CAI strategy wherein students ask or
                answer questions after reviewing
                specific materials. Tutorials also
                introduce, reinforce and evaluate
                the mastery of new concepts or rules.

(TV) Screen--CRT

A television-like device used to visually display input and output information; also called Cathode Ray Tube (CRT), monitor, video screen, display screen, television.

User

The person who is interacting with a computer system.

Note:

Adopted in part from Carin E. Horn and James L. Poirot, Computer Literacy: Problem-Solving with Computers (Austin, Texas: Sterling Swift Publishing Company, 1979), as cited by Wagers-Horn, Appendix.

APPENDIX D.

GERMAN PROGRAMS NOT EVALUATED

1. <u>Conversational German Language Series Design</u>
   by L.G. Alexander and Isabelle Willshaw
   Atari Personal Computing Services
   1265 Borregas
   Sunnyvale, CA 94086   Atari
                                         16K
                                         Cassette
                                         $60.00

2. <u>Der-Die-Das</u>
   Grades 1-12
   Scholastic Software
   904 Sylvan Ave.
   Englewood Cliffs, N.Y. 07632
                                         PET
                                         8K
                                         Cassette
                                         $9.95

3. <u>German</u> (2 Programs)
   Tycom Associates
   68 Velma Ave.
   Pittsfield, MA 01201

   Program provides vocabulary practice. Both
   noun and verb vocabulary builders operate in
   either a passive or active mode. In the active
   mode, the student may choose to enter synonyms
   or opt for multiple choice format. The German
   nouns include gender and plural forms. Instant
   correct answers and a final score are given.
                                         PET
                                         Cassette
                                         $19.95

4. <u>German</u> 1, 2, 3, 4, 5, 6/ Schoolhouse Software
   Compu-Tations
   P.O. Box 502
   Troy, MICH 48099

   German 1, 2, 3: Elementary German programs,
   four each (total of 12). Regular present tense,

DER-, EIN words, game drills; Irregular past
tense, future tense, game drills.
German 4, 5, 6: Intermediate German programs,
four each (total of 12). Accusative case,
regular past tense, game drills; Modal
auxiliaries, present perfect tense, game drills.

> Apple II
> Disks (6)
> $120.00 (Each)
> $720.00 (Total)

5. German Nouns
   Grades 3-6
   Scholastic Software
   (See #2. above)

> PET
> 8K
> Cassette
> $9.95

6. German Vocabulary Drill
   Powersoft Inc.
   P.O. Box 157
   Pitman, NJ 08071

   Drill and practice for German to English trans-
   lation and vice-versa. The program includes
   several practice files and allows the teacher
   or student to develop additional specific
   files. A score summary is presented at the
   end of the program, which was written by a
   foreign language teacher.

> Apple II
> 48K
> Disk
> $24.95

7. Ist-Sind
   Grades 4-6
   Scholastic Software
   (See #2. above)

   This is a basic verb drill with a variety
   of practice sentences. Students select
   the number of sentences they want to try.
   Scoring shows both the number and percentage
   of correct answers.

> PET
> 8K
> Cassette
> $9.95

APPENDIX E.

PROGRAMS FOR OTHER FOREIGN LANGUAGES

1. Alicia: Bilingual Reader
   by George Earl
   Opportunities for Learning
   8950 Lurline Ave., Dept. 26CD
   Chatsworth, CA 91311

   Word-by-word Spanish translation of Alice in
   Wonderland.

   SPANISH
   Apple II
   48K
   Disk
   $29.95

2. Astro Word Search
   Opportunities for Learning
   8950 Lurline Ave., Dept. 26CD
   Chatsworth, CA 91311

   Hundreds of different puzzles with hidden
   words in Spanish/French.

   SPANISH
   FRENCH
   Apple II
   32K
   Disk
   $8.38

3. BIPACS Structure
   Bilingual Publications & Computer Service
   33 West Walnut Street
   Long Beech, NY 11561

   Three versions for 48K, 64K, 304K all with
   audio device, e.g. Mountain Computer
   Supertalker.

   SPANISH
   FRENCH
   Apple II
   64K
   Disk
   $25.00

4. <u>Chinese Lessons</u>
   Computer Translation, Inc.,
   1455 S. State Street #3
   Orem, Utah 84057   CHINESE
                                           Apple II
                                           48K
                                           Disk
                                           $26.29

5. <u>Conversational French</u>
   Atari Personal Computing Systems
   1265 Borregas
   Sunnyvale, CA 94086   FRENCH
                                            Atari
                                            16K
                                            Cassette
                                            $60.00

6. <u>DASHER Language Processor</u>
   Conduit
   P.O. Box
   Iowa City, IA 52244

   An editor for creating foreign language
   drills, with a wide variety of instructor
   options.   GENERAL/
                                           SPANISH
                                           FRENCH
                                           AND OTHER
                                           Apple II
                                           48K
                                           Disk

7. <u>Developmental Spanish Tutorial Program</u>
   by Robert Phillips

   Loan copies available from author.
   Working Copies of new material by Robert
   Phillips, Miami University of Ohio, author
   of Practicando Español.   SPANISH
                                           Apple II
                                           48K
                                           Disk

8. <u>Foreign Language Drill I</u>
   Marck   "Progressive Software"
   280 Liden Ave.
   Branford, CT 06405

   GENERAL
   Apple II
   Disk
   $21.45

9. <u>French Antonyms</u>
   Grades 1-6
   Scholastic Software
   P.O. Box 2002
   Englewood, Cliffs, NJ 07632

   A French drill game based on tv series
   "Concentration."

   FRENCH
   PET
   8K
   Cassette
   $9.95

10. <u>French Delicacy</u>
    Curriculum Applications

    A vocabulary game covering the entire first
    year French curriculum with English hints.

    FRENCH
    TRS-80
    Cassette
    $19.95

11. <u>French Hangman</u>
    George Earl
    1302 S. Gen McMullen
    San Antonio, TX 78237

    FRENCH
    Apple II
    Disk

12. <u>French/Spanish 1,2,3,4,5</u>
    "Schoolhouse Software"
    Compu-Tations
    P.O. Box 502
    Troy, MICH 48099

    FRENCH/SPANISH
    Apple II
    Disks
    $120.00 (Each)

13. French I, II
    TYC (Teach Yourself by Computer)
    40 Stuyvesant Manor
    Geneseo, NY 14454

    FRENCH
    Apple II
    Cassette
    $5.95

14. French Nouns
    Comm Data
    P,0. Box 325
    Milford, MI 48042
    Tel. (313) 685-0113

    FRENCH
    PET
    Cassette
    $7.95

15. French Vocabulary Builder
    Tycom Associates
    68 Velma Avenue
    Pittsfield, MA 01201

    FRENCH/SPANISH
    PET
    32K
    Cassette
    $15.95

16. Italian Vocabulary Drill
    Powersoft Inc,,
    P.O. Box 157
    Pitman, NJ 08071

    An editor; matching and translation drills.
    ITALIAN/SPANISH/
    FRENCH
    Apple II
    48K
    Disk
    $24.95

17. <u>Language Teacher Series</u>
    by Cindy and Andrew Bartorillo
    Program Store
    P.O. Box 9582
    Washington, D.C. 20016
    Tel.(800) 424-2738   SPANISH/FRENCH
                                          ITALIAN
                                          TRS-80 Models I/III
                                          32K
                                          Atari 400/800
                                          32K
                                          IBM PC
                                          64K
                                          Disk
                                          $29.95

18. <u>La Grande Aventure</u>
    Creative Computing
    P.O. Box 789-M
    Morristown, NJ 07960
                                          FRENCH
                                          CP/M
                                          32K
                                          8" Disk
                                          $24.95

19. <u>Lingo Fun</u>
    Lingo Fun
    P.O. Box 486
    Westerville, OH 43081
                                          GENERAL
                                          Apple II
                                          Disk

20. <u>The Linguist</u>
    Synergistic Software
    5221 120th Avenue S.E.
    Bellevue, WA 98006
                                          GENERAL
                                          Apple II
                                          48K
                                          Disk
                                          $40.00

21. <u>Mystery House</u>
Sierra On-Line Inc.,
36575 Mudge Ranch Rd.
Corsegold, CA 93614

An adventure game; directions and responses
of player entirely in French. Two other
games also available.
FRENCH
Apple II
Disk
$24.95

22. <u>PLATO Vocabulary Builder</u>
Control Data Publishing Co.
P.O. Box 261127
San Diego, CA 92126

Available in French and Spanish versions for
Apple II, TI 99/4A and Atari 800; 500-word
vocabulary drills.
GENERAL
Several Machines
Disk
$45.00

23. <u>Russian Disk</u>
Scholsatic Software
(See above)

A variety of Russian lessons. Students learn
the Cyrillic alphabet, start with consonants
and work through the vowels. The program
provides basic instruction in the Russian
alphabet; simple, medium and difficult
vowels and consonants; conversational
Russian; common food and drinks; common
signs and store names.
RUSSIAN
TRS-80
32K
Apple II
Disk
$25.95

24. Spanish
    Dorsett Educational Systems
    Box 1226
    Norman, OK 73070
    Tel. (404) 288-2300

    16-program series on Spanish words and
    phrases which was derived from an English
    reading series.

    SPANISH
    Atari 400/800
    Disk
    $79.00

25. Spanish
    Mercer Systems Inc.,
    87 Scooter Lane
    Hicksville, NY 11801

    A four tape, 18 program set that gives inten-
    sive drill and practice for the first or
    second year Spanish student.

    SPANISH
    Atari
    Cassette
    $14.95

26. Spanish Hangman
    George Earl
    1302 S. Gen McMullen
    San Antonio, TX 78237

    2,000 words and sentences. Excellent reviews.

    SPANISH
    Apple II
    32K
    Disk
    $29.95

27. Spanish Read Master: Beginner/Intermediate/
                          Advanced
    RG Computer Workshops

    A collection of five stories divided into ten
    passages each with reading and context clues.

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                                        SPANISH
                                        Apple II
                                        Disks (3)
                                        PET
                                        Cassettes (3)
                                        $34.95 (Each)
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28. <u>Spanish Sirloin</u>
    Curriculum Applications

    A vocabulary game covering the complete
    first year Spanish curriculum; English hints.

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                                        SPANISH
                                        TRS-80
                                        Cassette
                                        $19.95
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29. <u>Spanish Verbs and Vocabulary</u>
    Practicando Español con la Manzana II
    Conduit
    P.O. Box 388
    Iowa City, IA 52244

    These materials provide (1) verb drills
    covering almost all tenses (including the
    perfect subjunctive and the future and
    conditional perfects); (2) vocabulary drills
    which can be keyed to any textbook of
    instructor's choice.

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                                        SPANISH
                                        Apple II
                                        48K
                                        Disks (2)
                                        $110.00
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BIOGRAPHICAL DATA

Name: Lisa Barbara Cornick

Date and Place of Birth: December 18, 1944
                          Wels, Austria

Elementary School: St. Marien Internat
                    Millergase 16
                    1060 Vienna, Austria
                    Graduated 1959

Secondary School: Drogistenakademie
                    Eisenhowerstraße 18
                    Wels, Austria
                    Graduated 1962

High School (USA): Mid City Center
                    Los Angeles, California
                    Graduated: 1967

College: Newberry College
                    Newberry, South Carolina
                    B.A. 1970

Graduate Work: University of South Carolina
                    Columbia, South Carolina
                    M.A. 1971

                    Syracuse University
                    Syracuse, New York
                    Graduate Teaching Assistant 1980-83
                    D.A. 1983